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ABSTRACT

This publication is a collection of selected papers presented by participants in an adult education seminar, spring semester 1969, at Kansas State University. The focus of the seminar was on understanding the adult basic education programs. Papers covered topics such as student recruitment; adult dropouts; teaching techniques; adult learning characteristics; disadvantaged adults; vocational programs; adult counseling; testing in adult basic education programs; inservice teacher education; mathematics materials; the community college role; and administration of adult education programs. (se)

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PAPERS ON ADULT EDUCATION

with emphasis on Adult Basic Education

Selected Papers Presented
by Participants in
Adult Education Seminar
Spring Semester 1969
Kansas State University
Manhattan, Kansas

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FOREWORD

This publication is a collection of selected papers presented by participants in an Adult Education Seminar, Spring Semester 1969, at Kansas State University.

The focus of the seminar was on "understanding the adult learner" and was designed primarily for teachers and administrators of Adult Basic Education programs.

An attempt was made to select papers which speak to some of the more pressing problems in Adult Education today. Little material is available to workers in this significant field of study.

It is hoped that these papers will serve as valuable resource materials for adult educators in Kansas.

Samuel R. Keys

Samuel R. Keys, Dean
College of Education
Kansas State University

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RECRUITING STUDENTS
FOR
ADULT EDUCATION PROGRAMS

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Virgil A. Volland
May 1969

RECRUITING STUDENTS FOR ADULT EDUCATION PROGRAMS

Why should adults resist learning? One reason is the terrible embarrassment of having to admit they failed to learn as children. Practically all American illiterates have severe, painful memories of their failure to achieve as others did in school, regardless of the reason. Failure developed a feeling of innate inferiority. This feeling of inferiority produced an attitude hostile to learning, to teachers, and to school. Every effort is made to conceal this handicap.

In the lower socio-economic culture, there is little to suggest that education has any value apart from securing a job.

Garrett and Nag[1] point out: "Education of Adults from culturally and economically depressed environments has been a national concern in the present decade. The movement is so significant for American culture that it needs to be considered in an integral place in the statesmanship of adult education in its historical perspective."

The Council of Education Advisors in its 1964 annual report to the President said:

"Poverty breeds poverty. A poor individual or family has a high probability of staying poor. Low incomes carry with them high risks of illness, limitation of mobility, and limited access to education, information and training. Poor parents cannot give their children the opportunities for better health and education needed to improve their lot. Lack of motivation, hope, and incentive is a more subtle but no less powerful barrier than lack of means. Thus, the cruel legacy of poverty is passed from parent to children."

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[1] Pauline G. Garrett and Una Nag, "Educating Adults from Culturally and Economically Depressed Environments: A Challenge to Home Economics", Adult Leadership, 14:261+, February, 1966.

W. C. Haggstrom[2] has stated: "The fact that educational programs are controlled and extended by affluent outsiders to poverty means that the programs reflect other concerns of the educators than the provision of education. The poor are taught to be docile and not to endanger public safety or the public treasury. In other words, a major object in educating the poor is to control them, while the purpose of education of affluent adults is their self-realization. But social control from outside interferes with enabling poor adults to assume self-responsible adult roles and this reduces their motivation to become educated at all.

"People do not relish being used by outsiders, especially if the use results in their becoming viewed in their neighborhood as deserters to the enemy. That minority of persons from low income areas who do become educated leave their friends and neighbors and families in order to enter someone else's world and adopt someone else's life patterns. The object is wealth, autonomy, status in the larger society, better housing and the price reluctantly paid in adoption of ways of behaving, patterns of interaction, styles of relationship, which are foreign and unattractive to those to whom the education is being extended.

"The central obstacle to education of adult poor is an inability to secure high and consistent motivation to learn. For a variety of reasons, education through institutions controlled by the affluent society saps motivation. When the majority community senses the obstacle and begins to adopt alternative strategies to enhance motivation of learning, the educators gradually become aware that they are faced with a painful dilemma. If there is an attempt to tailor the education to the special life conditions of poverty, as in some vocational education, the attempt fails through ignorance of those life conditions, and because any program designed for a presumably inferior group itself becomes stigmatized. However, if one simply extends the educational resources of the general community to the poor in order to avoid the stigma, programs tend to be rejected as alien, inappropriate, irrelevant, or they become accepted only in a superficial way.

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[2] W. C. Haggstrom, "Poverty and Adult Education", Adult Education, 15:145-160, Spring, 1965.

"This does not mean that outsiders cannot get large numbers of poor adults to enroll in education classes. At least one settlement house has demonstrated that if their attending classes is a condition for their children to be allowed into highly desirable programs, parents will come to education sessions on a regular basis. However, there has been no demonstration that the lives of persons coming to the classes were affected positively by the education."

Adult education offerings should be publicized as widely as possible throughout the community.

Word of mouth is invaluable and highly successful -- through adults already enrolled in the classes (satisfied customers), other adults in other classes in the adult program as well as through children in the schools.

Newspapers are looking for human interest stories. This type of program throbs with human interest and it is usually very easy to get a great deal of newspaper coverage. The general public can be aroused to help with the recruitment of persons whom they know cannot read or write as the result of well-written newspaper stories.

Spot announcements on radio or T.V. are best used to produce the "Band Wagon" results. The potential student learns that he is not alone in his handicap and contact with others offers social possibilities as well as educational opportunities where he need not fear embarrassment.

Fliers or "throw-aways" can be taken home by school children. It is possible to reach homes in which newspapers do not go by this method. They may be placed in quantity in places throughout the community where people tend to congregate in the normal course of the day -- railroad and bus stations, library, supermarket, post office, physicians' and dentists' waiting rooms, clinics, etc.

Signs and posters, attractive, colorful, and simply worded can be placed in local stores announcing the time and place the class meets.

Labor unions and employers can serve as "Cheering Sections" for the non-reader, encouraging them to enroll and watching their progress with intense personal interest.

The Church should be given special attention because it is the one institution in which many illiterates feel a very personal attachment. Also the churches are leading in the current social revolution and are most concerned with advancement of minority groups.

Nationality groups are often most eager to enter a literacy program as the need is obvious and the potential student is free of the stigma attached to the native-born poor adult.

The Negro does not comprise the largest number of illiterates in the United States, but does have the largest percentage. Racial organizations such as NAACP, CORE, and SNICK often are anxious to assist in literacy program recruitment.

Governmental agencies such as welfare agencies, public health services, housing authorities, and law enforcement groups can be helpful. However, these groups represent authority and often arouse suspicion on the part of the poor adult. Extreme tact is recommended when using these groups.

Cass and Crabtree[3] claim that: "One of the most effective methods or practices which can make the task of locating and contacting adults to be served by the elementary education class effective and rewarding is the use of an advisory committee. This committee should be composed of individuals in the community who are interested in working on a citizenship education activity and whose positions in town will enable them to assist in expanding the program as well as locating and reaching the persons to be served.

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[3] Angelica W. Cass and Arthur P. Crabtree, Adult Elementary Education, New York: Noble and Noble, 1956.

"The committee should be kept to a workable size of 10 or 12 persons. It will function best if kept small enough to permit an informal exchange of ideas and suggestions. The members usually are selected by the administrator (who consults with his board, superintendent, and staff) and are invited to serve for a stated period of time, say a year. The committee may be composed of: local postmaster, newspaper publisher or editor, librarian, minister, priest, rabbi, leaders of nationality groups, and representatives from some of the local patriotic and service clubs and groups ... which usually have an Americanism, or civic affairs or community betterment committee already interested in this type of activity."

Many techniques and procedures have been used successfully in making contacts and enrolling adults in classes. There are no foolproof techniques of recruitment. What will work well in one community may be of little or no effect in another. Each community has within it components that make it unique. The director must know his community, his people, their habits, likes and dislikes and in most instances, "play it by ear". The essential characteristics of a good recruitment program are tact, goodwill, respect for the essential dignity of the human being and a genuine concern for human betterment.

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THE DROP-OUT IN ADULT EDUCATION

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Joy K. Choens
May 1969

INTRODUCTION

Large quantities of information concerning the adult as a person is available to those in need of same, but the quantity of information concerning the adult as a learner and a drop-out is to be noted for its smallness. Who are the students with whom we wish to deal? What are their attitudes, motives, and drives? Why do they first come to class and why do they drop out before completion?

WHY ADULTS JOIN

Allport[1] suggests that there are at least three fundamental reasons why people join a group on a voluntary basis:

1. Conformity: No real interest and member is seldom valuable in relation to the group as a whole.
2. Ego-defending: Safety to justify oneself, obtain status and security and to feel superior to others in the group. Little interest in broadening vision or extending his sense of selfhood.
3. Ego-extending: Self extending motivation taking place at the "growing edge" of the personality.

No matter what his original reason for joining, the adult attends classes expecting some type of gain from his attendance. It is the reconciliation of the expectation with which we must be concerned.

What of the adult who joins and his degree of participation? We find that active participators seem to fall into the three following groups:

1. The compulsive individual who gains in prestige, dominance satisfactions, exhibitionism by being on the go and courting both the limelight and power.
2. The reluctant, mature person who participates from a sense of duty. He cannot believe in a cause without doing his best for it. He wants to be a good citizen, a good parent, a "whole man".[2]

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[1] "Getting and Keeping Members", Leadership Pamphlet #12, Chicago: Adult Education Association of the U.S.A., 1956, p. 3.

[2] Ibid, pp. 7-8.

3. The striving individual who is looking for self-improvement to increase job knowledge, income, and social stature.

Other individuals may join and yet fail to take an active, participating role because:

1. They are not motivated. There is no real need represented or filled.
2. They are tempermentally unsuited: lazy, fatigued, shy.
3. They cannot affiliate readily. They lack social ease or "social creativity".
4. They fear over-committing themselves.
5. They do not see the relevance of their own activity to their own destiny.
6. The emphasis in our culture has been on individual "rights" rather than on individual "responsibilities".[3]

Those falling in the above categories must occupy perhaps our greatest concern for they are indicative of the dissatisfactions, disillusionments, and maladjustments which can readily lead to drop-outs. These can be brought out, made to feel effective, and shown the path to growth in self-confidence and responsibility.

A survey of forty-five Adult Basic Education students enrolled in the Augusta ABE Center concerning their original reasons for joining the program present an interesting sample of the individual types previously listed.

1.	To get a job or a better job	10
2.	To obtain a high school diploma	8
3.	A friend or parent suggested it	6
4.	Suggested by welfare office, employment office, or other agency	7
5.	Desire for further education	4
6.	Other varied reasons	10

Even in this small sampling we see evidence of the conformity, ego-defending and ego-extending individual. It also appears that the adult basic student is more concerned with the self-improvement aspects of his relationship to the world than the social aspects. Perhaps this is secondary or perhaps he has learned to feel that admitting a social need as being primary is something to be avoided.

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[3] Ibid, p. 8.

WHY ADULTS FAIL TO JOIN

If we are considering the potential and real drop-out, perhaps we should also note the individual who fails to join at all. Here is an indication of thought patterns which may well have bearing on our outlook as well as on the type of programs and instruction we must present in order to satisfy all the prospective populace. Allport[4] suggests that people fail to join because:

1. It is the principle of least effort.
2. Fear of commitment.
3. Lack of understanding and lack of insight.

Linderman[5] approaches the question from a more social angle when he lists the following reasons adults do not join:

1. Communities with histories of organizational failure develop an atmosphere which acts as a barrier against joining. No one wants to be part of a losing effort.

2. Leadership. People attach themselves to dynamic personalities. When leadership is weak and uninspiring, it is a simpler matter to behave negatively with respect to membership.

3. Fear of social ostracism.

Care, then, must be given that we first present a program which is understood by the individual and worthy of the effort he must put forth and his commitment to it. The community feeling in regard to adult education will, indeed, play an important role, for there are few willing to step out on a weak limb by themselves.

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[4] Ibid, p. 6.

[5] Ibid, p. 10.

WHY ADULTS DROP OUT

In a study of twenty drop-outs in the Augusta ABE program, the following list of reasons were uncovered. As indicated, many individuals were found to have multiple reasons for not continuing classes, the majority having in some degree reference to personal adjustment in social, financial, and family relationships.

1.	Overwhelming family responsibilities	9
2.	Lack of personal adjustment to program: feelings of superiority or inadequacy	6
3.	Lack of self-motivation	7
4.	Lack of encouragement or discouragement from parent or spouse	6
5.	Inability to learn: low mentality	3
6.	Movement to new locality beyond range of center	6
7.	Transportation difficulty	1
8.	Pregnancy	2
9.	Employment conflict	3
10.	Lack of sufficient pre-counseling	2

Though little information concerning drop-outs in Adult Basic Education is available, a consideration of drop-outs in general Adult Education programs should give insight into the problem of adult drop-outs in Adult Basic Education. Allport[6] suggests that people drop out because:

1. In the case of conformists, there is little steam to maintain interest.

2. In the case of ego-defenders, there are few fashions and currents which draw the individual to equivalent membership.

3. In the case of self-extenders, there is genuine growth beyond the stage where a given group can fulfill the need.

4. Disillusionment. The organization does not fulfill the need in question.

5. In the case of older people, there is deliberate withdrawal, in order to allow the young to take over.

6. Subgroups of friends or cliques are broken up.

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[6] *Ibid*, p. 9.

Further indication of why students drop out might be gathered from the comments one frequently hears from those in a learning situation. Indeed, we may even have spoken them ourselves at one time or another.[7]

1. "This is just the same old stuff." The learner has a right to expect some new insights or skills.
2. "Theory's fine, but let's get down to practical techniques." The learner needs to learn to apply theory in solving practical problems.
3. "None of this applies to my situation." The learner needs to see applications of the learning experiences to his own problems.
4. "Isn't this wonderful? It's so good for us!" Enthusiasm and involvement are assets to learning. Over-enthusiasm clouds benefits one should and should not expect from a program.
5. "I'm doing all right as I am. Why change?" Good teaching assumes learner success. Why not concentrate on identifying ways in which improvement can occur?

"Not all adult students who fail to come back week after week are drop-outs because some of their complex personal needs are not being met."[8] Many other external conditions will take their toll. When the cause is internal, however, it is time for the program to take stock of itself. There are some definite signs of dissatisfaction which the alert teacher may train herself to recognize and correct if a drop-out problem is to be avoided. Signs of apathy to be on the lookout for are:[9]

1. Irregular attendance. When a student attends several consecutive sessions, then misses two out of the next four, he may be a potential drop-out.
2. Poor quality of preparation. If a student is inattentive in class, if he fails to enter into discussions, or if he is obviously not prepared for discussions, it may mean he is no longer finding what he first expected from the activity.

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[7] "How To Teach Adults", Leadership Pamphlet #5, Chicago: Adult Education Association of the U.S.A., pp. 20-21.

[8] A Treasury of Techniques for Teaching Adults, Washington: National Association for Public School Adult Education, 1964, p. 36.

[9] Ibid, p. 37.

3. Erratic attention in class. Daydreaming, remaining silent during class discussions, or returning late from class "breaks" repeatedly, all are warning signs of low involvement.

Though the signs of apathy may be indicative of problems other than dissatisfaction with the program, the wise teacher will observe these as a means of spotting potential drop-outs for, whatever the causation, they are the characteristics one will observe in an individual shortly before the drop out occurs.

RENEWING DROP-OUTS

When signs of apathy begin to appear, it is time to begin an analysis of the problem and originate corrective measures. Often times a simple, personal conversation is the best method of arriving at a solution. We might also consider these measures:[10]

1. Periodic class surveys of how well the class is meeting the needs of the students. Questionnaires such as those located in the Appendix might be used.

2. Personal interviews to let students know of your concern and interest in him and his work. Friendly, informal conversations over a cup of coffee often bring out problems and suggest workable solutions.

3. Guidance counseling. When the problem calls for a trained counselor, suggest such a visit, aid in making the appointment, and go with him if it is desirous.

4. Private tutoring. A few "after class" sessions often can totally eliminate a problem and reverse a tendency to drop out.

5. Variations in teaching design. Individuals learn differently and different groups do not respond to the same teaching stimuli. Presenting more or less factual information, modifying the subject matter sequence, asking if more time is required for review, substituting demonstrations performed by students for those performed by the teacher (or vice versa) may reawaken learning interests of the class.

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[10] Ibid.

There is something about anonymity that brings out the truth in people. An informal class survey, such as the one given in the Appendix, followed by discussion of results, should lead to an indication of the extent to which class needs and interests are being met. When a signature is not required, students feel more secure in expressing themselves freely. If they know the purpose of the survey is to obtain the kind of course they desire and need, they will be only too willing to help.

Things appeal more to the adult if they are "close to home". He wants to see the program as it affects him, his income, his relationships in his home, his job. He considers re-entering a program with more conviction if he can identify the program with himself and his own security. If he cannot see what the program proposes to do and where his participation is leading, he either has no interest or an early interest soon falters.

The participants in adult programs expect, and rightly so, the program to make sense in terms of its usefulness to them as individuals. Their limited time schedule will not permit involvement in experiences which are of no value. In fact, they will not tolerate it and will, instead, quickly absent themselves and turn their attention elsewhere.[11]

When an individual begins to feel inadequate to the task at hand, he fears ridicule and failure. Encouragement and a reassessment of his ability provide clues to the solution of difficulty. The lazy individual, though he may not at first care for the "cure", needs to be jarred from his complacency. Some like to complain, for complaint's sake, and will find little reason to do so if they are in part responsible for the course of activity in a program. Suspicion that those responsible for a program may have ulterior motives behind their requests brings on a hesitancy in some. For these individuals, it is essential that objectives be clearly defined and that everyone be clearly informed of the true purpose of the program.

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[11] Barton Morgan, Holmes and Bundy, Methods in Adult Education, Danville: The Interstate, 1963, p. 42.

There are two good reasons why a sound, continuing drop-out policy is essential to the work of any group.[12]

1. Members who have dropped out or who no longer attend meetings may be persuaded to renew their interest.
2. Knowledge of why people drop out will help in assessing the general conditions of the organization, in opening to inspection any reasons for dissatisfaction, and in determining future policy.

No stationary group can remain healthy for long and, as a group changes, the individuals may find themselves no longer sharing the interests of the group at large. The participatory efforts of the individual may no longer be needed by the group.

It is essential to remember that drop-outs are not necessarily a sign of failure on the part of the program. It may mean that members have become less active than before or that they have lost interest in the goals of the program and no longer wish to continue. Such conditions as the following will, of course, affect the interest and activity of any member within the group:[13]

1. Changed interests
2. Poor health
3. New responsibilities
4. A general decline in memberships in various organizations.

SUMMARY AND CONCLUSIONS

Every organization should expect some turnover of membership. Without it we, in Adult Basic Education, are failing in the task set before us.

If we desire to make a determined effort to re-interest inactive participants, we should review the records of everyone who has dropped out or shown dissatisfaction and lack of interest. We must constantly be on the alert for common factors pointing to sources of disaffection, loss of interest or personal problems that lead to drop-outs.

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[12] "Getting and Keeping Members", op. cit., p. 32.

[13] Ibid, p. 34.

Discussing the matter of drop-outs thoroughly with inactive and former members can prove invaluable. An index card file on drop-outs can serve as an aid in making and using analysis. One can review the card index regularly for an indication of trends in the program. Keep an active contact with those who have become inactive, especially those who may have severe personal emergencies. Arrange a personal contact to assure your interest in their well-being and keep a record of both people who have dropped out and the reasons they have done so. Most important of all, keep up-to-date on indications of toruble. Knowledge about why people drop out, about when they begin to lose interest, about how eager they are to participate in the activities of the group will show up weaknesses in the overall aims of the program.[14]

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[14] Ibid, pp. 34-35.

APPENDICES

CLASS SURVEY[1]

1. Have you ever considered dropping out of this class?

Yes ____________ No ____________

2. Whichever way you checked the above question, please state below why you checked it the way you did.

____

____

____

3. If you were to drop out (for reasons other than it being physically impossible for you to attend), how do you think you would feel about it if the teacher tried to "follow up" with a letter or telephone call? Check one or more.

   a. Think it none of his business ______________________

   b. Would be O.K., but I expect I would probably have a hard time giving the real reason ______________________

   c. Would probably be pleased to know that my attendance was missed ______________________

   d. Other (Explain) ____

____

____

____

____

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[1] *A Treasury of Techniques for Teaching Adults*, Washington: National Association for Public School Adult Education, 1964, p. 39.

INTERVIEW WITH DROPPED OR INACTIVE MEMBERS[2]

We are very interested in finding out why people who were members of ______________________________ organization have not renewed their association:

a. Could you give us some idea as to why you are leaving?

b. (If not mentioned) Are there specific things that bothered you about the organization or your part in it?

c. What good things are there about the organization?

d. Would you recommend any changes that might strengthen its goals, member retention, methods of functioning?

e. What new circumstances might help you renew your interest and participation in the group?

f. (If appropriate) Could we be of help in suggesting other agencies or organizations more suited to your present needs or interests?

g. Are there any recommendations you can give us from your experience as a member that might help us in our relationships with other members?

---

[2] "Getting and Keeping Members", Leadership Pamphlet #12, Chicago: Adult Education Association of the U.S.A., 1956, p. 36.

CARD INDEX FOR DROP-OUTS[3]

Dropped Out or Lapsed Members

Side 1

Name ______________________________
Address ______________________________
Tel. No. ______________________________
Membership dates from ______________________________
Activity record ______________________________
____
____
Work accomplished ______________________________
____
Comments ______________________________
____
____

Side 2

Stated reason for leaving: ______________________________
____
Major satisfactions while participating: ______________________________
____
____
Major dissatisfactions: ______________________________
____
____
Recommendations of ex-member: ______________________________
____
____
Follow-up and disposition: ______________________________
____
____
____

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[3] *Ibid*, p. 37.

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A SELECTION OF METHODS AND TECHNIQUES FOR TEACHING ADULTS

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Herschel Olmstead
May 1969

INTRODUCTION

We live in an Age of Messengers. Almost everybody has a message for everybody else; these messages concern conduct, faith and facts. Virtue, both public and private, seems to consist in accepting responsibility for the nature of a neighbor's thoughts. This turmoil of hectoring persuasion, noisy declamation, intensive teaching and endless recitals of needless facts is sanctified by the general name of education. The modern view states that the capacity to live, the good life, is dependent on the quantity and quality of education a person has been able to receive. In our society, all public figures have educational duties to perform.[1]

No attempt is made in this paper to list all the groups or agencies which might be involved in adult education. Some of the more general ideals are given. Books of fiction, magazines, and newspapers are treated as basic educational materials in the majority of enterprises that seek to encourage continuous learning among adults. There are many ways to interest the ordinary person and stir his intellect. With great effort this nation has outstripped the rest of the world in providing the facilities for learning up to a fairly satisfactory age level. At that point almost a "dead stop" is reached. Universities and Colleges concern themselves with training limited student bodies on the level of the skilled professions, and centers of research scholarship have their tiny circles of patrons; but the general public is left with the benevolent assurance of politicians that learning in our great democracy is free. The first step toward actual mass education for adults should take the form of social demands of the guardians of the sources of learning. While educators cannot influence the social forces required to set on foot a full program of adult education, they can fulfill their duties in demonstrating the techniques that lie ready for use.

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[1] T. R. Adam, Motion Pictures in Adult Education, New York: The American Association for Adult Education, 1940.

SELECTING METHODS AND TECHNIQUES

Successful programs of Adult Education depend on skillful and dedicated teachers and administrators working long hours with adult students in and out of the classroom. Every application of pertinent psychological, sociological, and pedagogical principles is necessary for success.

Irving Lorge has said, "Planning for adult learning involves planning for situations so that the learner gets a sense of mastery and success. Mastery may come from showing the individual that he can learn, or by showing the aspects of the task that he can do already. Teachers of the adults must appreciate that the adult brings with him a past -- a past of experiences with attitudes which may be capital to work with, or a deficit to be overcome. Using the capital or clearing the deficit may be the basis for the complete sense of satisfaction that teaching gives the teacher and that learning gives the learner."[2]

Skillful techniques must first be employed to enroll the adult in the educational program. Planners must experiment with various methods. Teachers must begin to think in terms of the whole person.

We must help these people and help their children if our country is to be perfected in the image of its founders and the American dream of opportunity for all is to become a reality.[3]

---

[2] Irving Lorge,"The Adult Learner",Address, Teachers College, Columbia University.

[3] "Working With Students Inside and Outside the Classroom In Adult Basic Education", U. S. Department of Health, Education and Welfare, Office of Education, Eric Film Dated 1/6/66, ED 002283.

A number of techniques have been devised to stimulate participation and improve the effectiveness of group discussion. Such devices have been developed for a specific type of situation. Leaders are responsible for improving the discussion by analyzing the situation and using the technique or method best adapted to a given situation.

It has been found that some methods are used to help in the discusssion by systematizing it. Others have been found to increase participation. The purpose in using some of the methods has been stated as adding variety, creating suspense, and to pep up the discussion.

Planners must experiment with various methods and use the one best suited for the group with which they are involved. Successful development of the adult student requires the application of broad concepts of basic education. Attempts at upgrading adult literacy have often suffered from a lack of motivation.

Attitudes and interests are dependent upon the training and encouragement received in youth. Many of the hobbies and preferred activities of adults are based on the special skills acquired as youths, and leisure-time recreational activities may be avoided merely because the individual had failed to acquire the skills in childhood or in youth. The interaction of stereotyped attitudes and lack of skill often militate against an active interest in certain activities.

Interests can and do change. Interests, attitudes, and self-concepts are modified either by the physical condition of the individual or by environmental reinforcements for his actions and behavior. Thorndike showed that the interests most needed as a basis for adult education, such as interest in books, current events, people, making new acquaintances, and travel, do not dry up or vanish. These interests are ever-present to motivate the learning of adults.[4]

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[4] Lorge, op. cit.

Millions of Americans are jumping up from their dinner tables to pursue some educational goal. A person can no longer get sympathy by saying, "How I regret not getting an education." Some industries pay employees tuition or offer in-service courses. One study shows there are more adult students outside the formal school system than within it. Churches, synagogues, industry, business settlement houses, correspondence schools, and many other institutions provide the bulk of the courses that appeal to the adult learner.[5]

Some activities and methods used for improvement of adults are the self-teaching devices to review one in chemistry, mathematics, etc. Group studies are used for teaching reading. The use of credit examinations permits greater diversity in the circumstances under which learning takes place. Correspondence courses are the product of some of the best minds in the academic world and meet the highest standards of pedagogical quality. Many of the courses make use of programmed instruction. Libraries throughout the country play an important role in adult education. Some libraries have developed language laboratories and programmed instructional materials. Many have listening rooms as well as viewing rooms. These are all vital links in the network of community education. Group study is perhaps one of the liveliest and most popular type of adult education methods offered. Solitary study does not appeal to everyone. Classes may be organized by corporations, church groups, Boy Scouts, unions, professional societies, fraternities, as well as many other groups. Instructors from colleges, public schools, or professional men in the community are used to direct group study.[6]

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[5] Dorothea Kahn Joffee, "Adult Surge--Explosion in Education", Christian Science Monitor, February 28, 1964.

[6] John Gardner, "Education As A Way of Life", Science, Vol. 148, May 7, 1965, pp. 759-761.

To solve today's problems, today's adults need all the education they can get. Education is needed to maintain World Peace. Education can and should be a permanent and continuing process.

Means of mass communication have helped to advance adult education in the world community. It is important that we stress the skills of critical thinking so that adults can judiciously evaluate all the ideas presented to them.[7]

The teaching of adults in this time is exciting. One need not be limited by a set of rules. The teaching of adults is a pioneer profession. It should be understood that the purpose of all teaching is to produce changes in human behavior. Knowles lists these changes as things known or knowledge; things done or skills; things felt or attitudes; things valued or appreciation; things comprehended or understanding.[8]

The adult educator, or persons responsible for planning a learning activity, must arrange learners and resources in such a way as seems best suited to the acquiring of information, the exchange of views, or whatever learnings are desired. The adult educator structures the learning situation. He decides what patterns of learning procedures will be appropriate and how people can be encouraged to interact with each other. No one technique is suited to all situations. "We must diagnose our educational problem before selecting a technique. Techniques are not finite and inflexible. They can be adjusted and adapted to the situation at hand. The skillful adult educator adapts and modifies basic techniques and uses them in many combinations so that he has almost endless possibilities for the different situations that confront him. One way to modify or adapt a technique is through the use of appropriate subtechniques."[9]

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[7] Benjamin C. Willis, "Adult Education In The World Community", School Life, March, 1962, Vol. 44, pp. 5-8.

[8] Malcolm S. Knowles, Informal Adult Education, New York: Association Press, 1950.

Many techniques are used with adult education. A suggested list follows: a colloquy or panel, committee, demonstration, field trips, forum, group discussion, interview, lecture, quiet meeting, role-playing, seminar, ancient concept of the symposium, modern concept of the symposium. Subtechniques might be added to the listing such as: audience reaction teams, buzz sessions, idea inventory, listening and observing groups, question periods, and screening panel. No doubt there are other types and techniques as well as variations of the above-mentioned.[10]

SUMMARY

In summary, it must be emphasized that techniques are not presented as fixed training procedures to be followed rigidly and without variation. They are suggestions, approaches -- points of departure which the teacher can consider as he plans student experiences. Basic to the entire discussion of "Technique" is the question of how the leader or teacher selects one "technique" over another. In the learning process, a variety of presentation for variety's sake may not have a great deal to commend it. The responsibility of the leader or teacher to equip himself with a large arsenal of training devices has the primary purpose of using a variety of approaches to reach a variety of goals. It must be remembered that individuals do not learn with equal ease by following the same learning processes. Some adults may learn more by hearing; others may learn more by seeing. For some, listening to talks and reading can bring about new learning experiences. The teacher who constantly asks at the conclusion of a given unit, "Did the method we tried, to get this objective across, prove successful?" or "Had we gone about the project in a different method, could we have learned more?", will increase his own skill as well as his students'.

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[9] Richard J. Smith, "Adult Education Daytime, Nighttime, Saturday Too", N.E.A. Journal, March, 1966, pp. 40-41.

[10] Paul Bergevin, Dwight Morris and Robert M. Smith, Adult Education Procedures, New York: Seabury Press, 1963.

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UNDERSTANDING THE ADULT LEARNER

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Mary Elnor Doty
May 1969

INTRODUCTION

Adult Education is taking a larger place in our educational system each year. Many institutions have become aware of the need for continuing education. It has become increasingly necessary for the need of more education from the standpoint of improving skills, better use of leisure time, cultural improvement, and a satisfaction of the craving for more learning as the individual lives his life.

It is the purpose of this paper to review some of the characteristics, problems, desire, and goals of the Adult Learner in Basic Education. This will permit the reader to have a better understanding of the people participating in these classes and thus give the leaders the guidance and self-confidence which they desire and need.

UNDERSTANDING THE ADULT LEARNER

What is Adult Education? It may be defined as the activity by which a mature person attempts to improve himself, by adding to his skills or knowledge, developing his insight and appreciation, or changing his attitudes; or the activity of individuals and agencies to change mature people in these ways. It may be a conscious effort of a mature person to learn something new.[1]

If the teacher is to help bring about these behavioral changes within the individual, then it is necessary that he know as much as possible about each individual, since he starts where the individual is at that time and proceeds from there.

Better teaching can be attained as teachers learn and know more concerning the adult learners within their classes. It is the responsibility of the instructors to help adults contribute to society and to meet the rapid changes which are taking place within society. No youth today can expect to go through life on his present educational knowledge, but must frequently return for updating and re-educating. So it becomes important that the teacher know why the student has returned to the classroom, his background, and what goals he has in mind.

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[1] "Definitions of Adult Education", Seminar notes, Adult Education 859, Manhattan, Kansas, Spring 1969.

When adults return for more education, there is generally a desire to learn. There is an eagerness for learning due to academic starvation or for a need of satisfaction of which they may not be aware.[2] At least forty-five million people are involved in adult education today with the largest increase expected in the next ten years. It has been the assumption in the past that adults could not continue learning, but Thorndike's report in 1928 indicates that people can expect to become more intelligent until the age of fifty and even to the age of seventy.

Adults do want to learn. There is a greater demand for learning among women than men and the more education a person has, the more interested he is in adult education courses. The greatest interest is in the age 21-29 year group.[3]

Attendance in class may be subject to priorities of which the teacher is not aware. Knowledge of the student's job responsibilities, family, and character is of concern to the instructor. Naturally, many things will seem more important than the class. Occupational enterprise will determine the interest of the learner. Busy people engage in activities which make for higher understanding; such as arts, music, and religion. The less busy or aging are interested in personal enlightenment and general understanding. The person who has more leisure time is interested in "do it yourself programs" or gainful activity.

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[2] "How to Teach Adults", Pamphlet, Adult Education Association of U.S.A. Chicago: AEA of U.S.A., 1956.

[3] Barton Morgan, Holmes and Bundy, Methods in Adult Education, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963, p. 11.

Regardless of age or time, as the adult learner continues his education, he wants to see the program as it affects him; economically, socially or family-wise. Time does not permit him to participate if the experience has no value for him.

Adults fear failure, perhaps more than young people. They often hesitate to engage in activities because they feel inadequate to perform in a class situation. They show great embarrassment at the inability to do their work. Some are lazy and do not want to put forth the effort to participate, others like to complain and alibi for their lack of participation.[4]

Other fears which limit the learning abilities of the adult are lack of association, or personal uncertainties in his economic or community status, fear of others from contact in his work-a-day world, and fear of ideas from strong cultural compulsion of our system.[5]

An individual of the lower economic group hesitates to take part in programs due to the fact that it would set him apart or make him different from the rest of his group. Also, he would be unable to participate in the activities of his own group and would not know how to play appropriate roles in either group. It is difficult for him to see any reward for these losses.[6]

Those who participate are not from the lowest income bracket. Adult Education is not reaching these people, but is reaching those who already have some education and are joiners in other activities. The higher the level of education the individual has attained and the greater his participation within his community, the more likely he is to continue his education.

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[4] Ibid, pp. 38-43.

[5] "How to Teach Adults", op. cit.

[6] Edmund Brunner, An Overview of Adult Education, Adult Education Association of U.S.A., 1959, p. 209.

To reach these people of the lower economic strata, we must move away from the traditional institutional approach and into the homes, as an armchair program.[7] This will also make it more accessible to the group as transportation and care of children often are problems.

The experience which the adult brings to the classroom must not be underestimated. This, coupled with his interest and desire, can add greatly to his ability to learn. The adult must be led to evaluate his own success and feel the change within himself.[8] As one student remarked, "Why, I think and feel entirely differently since I have started this class. Things are just not the same." Experience and interest go hand in hand and both provide the necessary stimulus for continued adult learning. The learner needs to find guidance in the opinions, ideas and pressures to which he is subjected each day. He needs to learn to adapt to the patterns of his culture or else he must change his patterns.[9]

Men in the A.B.E. Program usually are there either for relearning or to learn something new so that they may improve in their employment. If they receive the G.E.D. diploma, then they will be eligible for further training either at their place of employment or through vocational classes. As one man said, "I didn't have a chance to go to school when I was young, so I figure I might just as well go now when I have the chance." He is a carpenter and often must come directly from work to class without changing clothes or eating, but he comes. His classwork was quite difficult at first; however, he realizes he is progressing much more rapidly now. He deserves great respect.

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[7] Ibid, p. 116.

[8] Robert Peers, Adult Education, New York: Humanities Press, 1958, p. 202.

[9] Lyman Bryson, Adult Education, Chicago: American Book Company, 1936, p. 64.

Many women are wanting more education, either in business, nursing or cosmetology. Many have children grown or nearly grown and feel they will soon be free to work, and that it will be necessary to help the children through college.

Houle[10] would probably call these people, both men and women, goal-oriented, as they definitely have a goal or reason for continuing their education. Because of this goal, they apply themselves to their work, see the need of progress and are pleased with it. Also, people who are employed apply themselves much more diligently than those who are unemployed.

Young people who come, the high school drop-outs, are less regular in attendance and do not seem to have the drive and urgency to complete their work as do the older students. Naturally, if they had this urgency, they would still be in high school.

SUMMARY

In summary, there are so many things to consider when dealing with the learner in Adult Basic Education that the list is almost endless. A definite lack of self-confidence, a need for status and dignity within a group, a different background and value system, excessive use of defense mechanisms, many times they are less motivated, they have resistance to change, they are culturally alienated, their self-perception is incomplete and they do little if any reading of any kind; these are some of the things which make it difficult for them and the instructors.[11]

Instructors in Adult Basic Education must be fully aware of the difficulties their students face in order to help them to solve their immediate problems and enlarge their perspective for greater learning and living.

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[10] Cyril Orvin Houle, The Inquiring Mind, Madison, Wisconsin: University of Wisconsin Press, 1961, p. 6.

[11] Marian Myers, "Characteristics of the Adult Learner", Seminar Notes, Adult Education 859, Manhattan, Kansas, Spring 1969.

If they are successful in helping a few, they in turn may help others to be aware of a more rewarding and successful life. Ways must be found to reach those of lower economic status. If this can be done, millions of people can become self-supporting and literate instead of a burden to society.

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THE
UNDERSTANDING AND EDUCATION
OF THE
DISADVANTAGED ADULT

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Marian Myers
May 1969

PURPOSE OF PAPER

The effort to understand the disadvantaged segment of American society is of vital importance to all Americans. It is hoped that insight into this tremendous national problem can bring prompt action to ease this burden in the most expedient and compassionate way possible.

After reminding ourselves of this problem, the next step is to acquaint ourselves with several factors which cause a portion of our society to be forced to live under the conditions that currently exist. After viewing the magnitude of the problem, the conclusion is that there must be a genuine concern for and an understanding of these less fortunate members of our society. There is great need to alleviate problems of illiteracy, unemployment and social discrimination. These are only a few of the major problems.

This paper will be limited to the area of education for the disadvantaged adult -- its needs, its possibilities, and its limitations.

STATEMENT OF PROBLEM

When a nation undertakes to bring education to its culturally deprived citizens, it undertakes a staggering task. This task will require a high degree of commitment and educators must acquire new resources and new approaches if they hope to reach the culturally deprived people of our nation.

A review of adult education literature indicates that most programs have been designed for middle class persons. For the most part, adult programs have been aimed at the intellectually curious, at those persons having typical middle class values and attitudes. It has been only recently that programs designed for lower class adults have been initiated.[1]

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[1] Jon C. Marshall and Patrick Copley, "Problems of Adult Basic Education Teachers", Adult Leadership, Vol. 16, June, 1967, pp. 55-56.

There are many reasons why adult education is currently receiving major attention in America, not only from educators, but from legislators and industrial leaders as well. Adults wish to return to school in order to survive -- occupationally, intellectually, and spiritually. What was good for their fathers is far from good for them.

The solid core of need, however, the unseen and largely unacknowledged nine-tenths of the iceberg is the substantial number of illiterates, the functionally illiterates and the barely literate of our society. The illiterates form a segment whose presence in our society is beginning to hurt not only them, but all the rest of us also.[2]

Let us now take a glimpse of the scope and characteristics of those who need assistance.

BACKGROUND OF RESEARCH

The concept that the mission of schools is solely related to children has to change to accommodate the educational needs of all who need its services. The idea that schools are established to help learn the three R's irrespective of age is a relatively new idea in our culture.

Within recent years, especially since the inception of the federally sponsored anti-poverty drive in the United States, there has been a great clamor for programs to eradicate illiteracy among adults. These have brought to life the interest of many who formerly had overlooked the problem of illiteracy.

Some staggering statistics were given in an article by Pauline Garrett.[3] They are listed as follows:

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[2] Frank Lanning and Wesley A. Many, Basic Education For the Disadvantaged Adult, New York: Houghton-Mifflin Company, 1966, p. vii.

[3] Pauline Garrett and Una Nag, "Educating Adults from Culturally and Economically Depressed Environments: A Challenge to Home Economics", Adult Leadership, Vol. 14, February, 1966, p. 261.

1. There are nearly thirty-five million people living in ten million families.
2. Eleven million of these are children of poverty.
3. One-fifth of the nation's population lives in poverty.
4. Fifty-four percent of the impoverished people live in the cities.
5. Sixteen percent live on farms.
6. Thirty percent live in non-farm areas.
7. Forty-one percent of all farm families are poor.
8. Eighty percent of all non-white families live in poverty.

Most responsible adults agree that something has to be done all across our land; but, perhaps more quickly in the slums and ghettos of the American cities. The question is what and how? It is true that ignorance, poverty, segregation, unemployment and improper housing have prevailed in our land for much too long.

Adult education has much to offer in this all-important task. The adult who requires basic education is usually handicapped intellectually, socially, politically and economically. He is a wasted community resource, since the condition he represents often breeds suspicion and tension, endangers democracy, slows cultural and technological progress, promotes poverty and disease.[4] His lack of schooling results in lower earning capacity, higher rates of unemployment, more dependence on public welfare, higher rate of rejections for military service and insufficient literacy skills for vocational training and retraining.

If the foregoing statements are true and if concerned citizens are ready to take action in eliminating these conditions, what action could be taken? To answer this question, several factors should be considered. A few of these are to take a look at the social environments and social systems of these illiterates, also to look at the psychological factors that could affect their learning in a school environment and also some general characteristics that the elementary students possess.

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[4] Frank Pearce, "Basic Education Teachers", Adult Leadership, Vol. 16, January, 1968, pp. 255-258.

In the world of 1967, the United States has some 25,000,000 educationally disadvantaged persons who lead a marginal economic existence because they cannot read nor write nor communicate well enough to earn an adequate income. Most of these reside in urban areas, a result of the increasing migration of rural and farm populations to the cities.[5] Deteriorating slums result in a dehumanized manner of living. This, in turn, causes closed-minded dogmatic conditions.

Mildren Black[6] relates that culturally disadvantaged people traditionally are inflexible, not open to reason about morality, diet, their family polarity and educational practices. These unfortunate people have:

1. A feeling of powerlessness.
2. A tendency of individuals to avoid a feared stimulus.
3. A hostility and anxiety toward authority.[7]

The existence of a different value system among these disadvantaged persons is evidenced by a commonalty of behavior which occurs when illiterates interact among themselves. They form and recognize symbols of prestige and disgrace. Their religion tends to follow a pattern of emotionalism and physical expression with the relative absence of abstract arguments.[8]

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[5] William Puder and S. Hand, "Personality Factors Which May Interfere With Learning of Adult Basic Education Students", Adult Education, Vol. 18, Winter, 1968, pp. 81-93.

[6] Mildren Black, "Characteristics of the Culturally Deprived Child", Reading Teacher, XVIII, March, 1965, pp. 465-471.

[7] Ibid.

[8] Howard Freeman and Gene Kasselbaum, "The Illiterate in American Society", Basic Education for the Disadvantaged Adult, ed. Frank Lanning and Wesley Many, New York: Houghton-Mifflin Company, 1966, Selection 14.

Some other characteristics of the disadvantaged adults are that they are likely to be taken in by soothsayers, faith healers and witch doctors. The extent variety and intensity of their superstitutions are remarkable. They lack long-range goals. Their immediate needs take their full attention.[9]

Jean B. Fay[10] lists five main psychological characteristics affecting adult learning. They are:

1. Concept of Self -- A person's concept of himself determines most of the activities in which he engages. An adult will be more realistic in the learning he undertakes than a child.
2. Need Fulfillment -- In addition to basic physical needs, the mature individual has developed a highly socialized set of needs. Paramount among these are community and economic status, vocational achievement and success as a parent.
3. Conformity and Inhibitions -- An adult participates largely to the extent of conforming to his role of an adult as he sees it, and often to the extent of saying what he feels others expect of him.
4. Specialized Interests -- A voluntary adult learner will be highly motivated in the learning activity because it will be one of his own choosing and one in which he has decided interest.
5. Adult Anxiety -- As a person ages, generalized anxiety increases. The importance of this in adult education is if there is too much emotional stress in the learning situation, there is a strong possibility this will tend to demoralize the adult and interfere with the learning process itself. This anxiety can also be caused by the stress of different working conditions.

Giving us more insight into the complex job of providing an education for those who need it most is Richard W. Burnett. He gives vital information concerning the adult learner and the quality of teachers needed to perform this all important task. He classifies the students as absolute illiterates and functional illiterates.

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[9] Ibid.

[10] Jean B. Fay, "Psychological Characteristics Affecting Adult Learning", Basic Education for the Disadvantaged Adult, ed. Frank Lanning and Wesley A. Many, New York: Houghton-Mifflin Company, 1966, Selection 11.

1. Introductory Stage -- learning to read for the first time. These are dealt with like children learning to read.
2. Elementary Stage -- fourth, fifth, and sixth grade equivalent.
3. Transitional Stage -- seventh, eighth, and ninth and also mature materials.
4. Developmental Stage -- read with ease all that is likely to be needed.[11]

The undereducated adult has many general qualities similar to his neighbor. Also, nearly all undereducated adults have some other general characteristics that need to be understood that are different from children. Richard W. Burnett describes some of these characteristics as follows:[12]

1. Family pressures and financial problems.
2. Strongly engrained customs and habits.
3. Feel the need to cover up deficiencies.
4. Impatient desire to see immediate results.
5. Has different speaking and listening vocabulary from children reading at the same level.
6. Has broader range of experiences than children.
7. Information is piecemeal and does not fit together.
8. Some adult illiterates are accustomed to acting as though they don't know answers. They feel it is better not to know answers rather than to try and fail.
9. Often lets out a little achievement at a time to merit teacher's praise.
10. Needs to identify with the teacher.

There has been considerable discussion concerning the teachers selected to teach the undereducated adult. Some advocate that the teachers should not be public school teachers. Others feel they should be. The important quality that is needed is empathy. The teacher needs to be flexible in carrying out class plans. The quality of learning rests on the relationship that is developed between the teacher and the learner.

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[11] Richard W. Burnett, "Basic Literacy Projects for Adults: A Reading Specialist's Comments", Basic Education for the Disadvantaged Adult, ed. Frank Lanning and Wesley A. Many, New York: Houghton-Mifflin Company, 1966, Selection 21.

[12] Ibid.

In addition to the above, Edward G. Summers gives us a few more characteristics that can be expected of the undereducated adult learner.[13] They are listed as follows:

1. They lack a sound foundation of academic skills.
2. They are usually poor readers or non-readers.
3. They usually lack readiness for learning.
4. They are often members of a minority group.
5. They know little of the world of work.
6. They almost always react negatively to authority.

Another group of characteristics are given by Angelica Cass.[14] She listed a group of eighteen characteristics which the adult elementary students may possess. Twelve have been selected for this paper. They are:

1. They will stop coming to school if they feel their time is wasted.

2. Education is only a part-time interest for them; there are many competing things for their time and interest.

3. Some urgent need or drive brought them to class.

4. They don't always tell the real reason for coming to class; there may be many reasons.

5. They want to make social contacts.

6. They like to be treated like mature adults.

7. They appreciate the teacher's friendly interest.

8. They need praise and encouragement.

9. They need the satisfaction of achievement.

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[13] Edward G. Summers, "Adult Basic Education: A New Dimension in Reading", Adult Leadership, Vol. 15, May, 1966, pp. 25-28.

[14] Angelica Cass and Arthur Crabtree, Adult Elementary Education, New York: Noble and Noble, Publishers, Inc., 1956, p. 28.

10. They are motivated by an intense desire to learn.
11. They are impatient learners, rushed for time and in a hurry to use the new skill or knowledge.
12. They are quick to evaluate and appraise good teaching.

PROPOSED SOLUTIONS AND IMPLICATIONS

The great task of understanding and educating a sizable portion of our United States citizenry has been pointed out in the preceding pages. The questions come to mind, what has been done and what needs to be done to assist the disadvantaged adult in gaining his dignity and to find his place in society?

In recent years, Congress has passed legislation which is having a significant effect on many areas of education. A number of federal programs now provide funds for basic education. Below are a few of the well-known programs:[15]

1. The Vocational Education Act of 1963 encourages high schools to develop programs to decrease drop-outs.
2. The Community Work and Training Program includes occupational training for welfare recipients.
3. The Manpower Development and Training Act of 1962 provides funds for further education for youth from seventeen to twenty-one. It also includes basic education for adults lacking skills needed for occupational training.
4. In 1965 a unique first occurred. It was the development of the Adult Basic Education Program.

This fourth point brings us to an important possible solution of the problem and that is the development of a good educational program for the under-educated adults. Several points for good teaching have been brought to our attention for consideration of those who may be called upon to teach adults in one of the many new programs supplied by federal legislation. The following points are given by Andrew Hendrickson.[16]

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[15] Summers, loc. cit.

[16] Andrew Hendrickson, "Adult Learning and the Adult Learner", Adult Leadership, Vol. 14, February, 1966, pp. 254-255.

1. Good teaching takes into account past negative school experiences, remoteness of past schooling and self doubts of adults and provides at the earliest possible time in the class for encouragement and experience of success.

2. Good teaching takes into account the relation between a pleasant social atmosphere and a satisfying educational experience.

3. Good teaching takes into account not only the need for an early experience of success, but the need for frequently recurring experiences of success.

4. Good teaching takes into account the loss of speed in performance in academic activity during the mature years.

5. Good teaching recognizes the validity of the principle of involvement.

6. Good teaching recognizes the adults themselves as a prime teaching resource.

7. Good teaching recognizes the concreteness and immediacy of most adult goals.

8. Good teaching takes into account the key place which motivation holds in the learning process.

9. Good teaching recognizes physical and mental fatigue as a deterring factor in adult learning.

10. Good teaching recognizes each teaching experience as an opportunity for professional growth.

It seems clear that within the lives of responsible adults certain basic conditions are necessary for growth and dignity to be produced. Such conditions are not easily attained -- especially for many unfortunate persons.

It also seems clear that the maturing adult must be involved and concerned to the extent that he works in a responsible manner to help himself. Herein may be the key to curing many of our ills, both individually and as a nation. It also appears that the proper balance is reached when the educati approach is taken which helps people to help themselves toward a state of human maturation through growth and development.

This is our task. It must be accomplished.

SUMMARY AND CONCLUSIONS

Poverty and inadequate education are closely related. Far too many people in the United States are living at a sub-standard level for many reasons. Most of them are victims of conditions beyond their control. The urgency of attacking this problem is of national importance.

There is encouragement in recent trends in assisting the illiterates of our nation. Business, education and government are joining hands in a united effort to alleviate the vicious cycle of life of the poor families. It is encouraging, also, that many middle class members of our society are awakening to the numerous needs of the poor and are truly concerned about a large segment of our citizenry.

When individuals are able to look beyond the surface of the behavior of the disadvantaged people and can comprehend to a greater degree their feeling of utter powerlessness, then help is sure to come. It appears that the percent of adults in literacy programs who are illiterate just because of an educational deficiency is small. Usually that factor is complicated by physical as well as emotional, intellectual and sociological factors as well. But a beginning is being made, which is encouraging.

Along with our hope and efforts, it needs to be recognized that even given every opportunity possible through well-defined instructional programs, the road to social and cultural betterment for the undereducated and disadvantaged adults remain, at best, a difficult task. To this, our efforts should be devoted.

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PLANNING A BETTER PROGRAM IN THE VOCATIONAL ADULT EDUCATION PROGRAM

A Paper
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In Partial Fulfillment
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by
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INTRODUCTION

Adult education in the United States has been definitely recognized as an integral part of the nation's educational system. This is an exaggeration. It would be more accurate to say that adult education is still a dangling appendage rather than an integrated part of the system -- a fact that remains a source of frustration to those who believe in it most deeply.[1]

Adult Education classes are always in need of improvement in the program of activities. The intended outcome may be different than the actual outcome in the growth of the adult.

An analysis is being made relative to the different methods of keeping the adult alert, meeting his goals, and satisfying his problem-centered interest; also, to understand and stimulate adults in a vocational type of learning experience.

STATEMENT OF THE PROBLEM

The adult education program each term presents different types of problems. The most coped with situation that is being allowed to happen is the "subject-centered" technique. This activity is not the most effective method for adults. The "subject or product-centered" frame of mind deals with information which can be used later in life. Adults are interested in skills of immediate application. The teachers of adults should use the "person or problem-centered" technique.

This paper seeks to answer the following questions:

1. How can the adult establish a goal and then be motivated toward it?
2. How can the adult's time perspective be geared to immediate application?

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[1] Mary E. Ulich, "Patterns of Adult Education", Saturday Review, Vol. 49, October 15, 1966, p. 90.

3. How can a teacher stimulate full attention of adult students when demonstrating techniques necessary for their learning?

ADULT GOAL

In order to make adult experiences meaningful, goals must be formulated early. Arriving at the decision regarding goals sometimes doesn't take place until after the first meeting after students have had an opportunity to see the equipment and facilities.

The skillful adult educator is one who can provide the climate, the tools and procedures to enable adult learners to establish responsible, objective goals.

Other adults do have a definite objective as to their goals upon enrolling. They have an attitude of problem-centered exercises. They want needed information and help immediately.

The starting point of all learning activities can be the problems and concerns that the adult learners bring in with them.[2] They are eager to learn promptly those things for which they are aiming.

Most adults have a desire to learn, especially during the early stages of the session. A demonstration presented should motivate the learners to want to try the exercise immediately. Perhaps the best way for adults to learn and keep motivated is by the construction of projects. Many adults continue to enroll because they are working on a large project which was not completed in a previous session.

Knowles gives some points on "How Adults Learn".

"The first requirement for learning is the desire to learn. Learning must be purposive. The learner must have an objective in mind and must be motivated toward it.[3] Many adult education programs give tacit recognition to the importance of building up a desire to learn through the use of such slogans as, 'It's fun to learn', 'Learn and succeed', and 'Knowledge is power'.

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[2] Malcolm S. Knowles, "Program Planning For Adults As Learners", Adult Leadership, Vol. 15, February, 1967, p. 279.

"The second step in the learning process is the putting forth of effort. Experimentation shows that the process always involves the presence of an obstacle to be overcome, requiring the learner to put forth effort in figuring out a means for overcoming it. The more meaningful this 'problem situation' is to the learner -- the closer it comes to matching his own experience -- the more he will learn from it.

"The final step in the learning process is the experiencing of satisfaction. One learns best when there is some reward for learning, as expressed in the satisfaction of needs, in commendation from the teacher or from associates, or in the general feeling of accomplishment."

Adult learners can evaluate their own progress toward their own learning goals. In modern adult education the teacher does not set himself up as the judge of how well the students are doing. Instead, he devotes his energy to helping the adults create devices and procedures for getting evidence about the progress they are making.[4]

Giving praise on one's success is probably the best form of motivation. Motivation can be achieved by using a fellow worker as an evaluator. The learners can work together to diagnose how their progress is meeting the goal. Generally, self-evalution of adults takes place continually. They are older and therefore have accumulated a greater amount of experience as well as different kinds of experience.

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[3] Malcolm S. Knowles, Informal Adult Education, New York: Association Press, 1955, p. 21.

[4] Knowles, "Program Planning For Adults As Learners", op. cit., p. 268.

TIME PERSPECTIVE

The central organizing principle for sequences of learning units should be problem areas rather than logical subject-matter divisions.[5]

Projects to make and skills to improve are included in the adults' goals and are, therefore, their main interest and number one in their time perspective of accomplishments. The person-centered problem aspect comes largely in response to pressures they feel from current life problems. Youth tend to enter time perspective activities in a subject-centered frame of mind. Their accumulated subject-matter knowledge and skills may be used when they become adults.

The curriculum and methodology of adult education should differentiate from those designed for children and youth. Adult learning experiences must increasingly be more organized around problems and processes of real life rather than around academic subjects.[6]

In fact, the "what to do" quandary is the very "stuff" of adult living. Out of the problem, therefore, comes much of the incentive, process, and content of adult learning. And, to be most effective, the problems must be those of the learner, because it is where the problem "pinches" that the most active and relevant response occurs.[7]

The way to apply these "pinches" is immediate application. If a skill is involved, it should be undertaken by examples or by the actual production of a project. Working on the actual product proves to be more invigorating because a useful article will be produced. Few adults will want to do these particular skills on practice pieces or on scraps.

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[5] Ibid, p. 278.

[6] Malcolm S. Knowles, The Adult Education Movement In The United States, New York: Holt, Rinehart and Winston, Inc., 1962, p. 270.

[7] Gale Jensen, A.A. Liveright and Wilbur Hallenbeck, Adult Education, Adult Education Association of U.S.A., 1964, p. 169.

TEACHER STIMULATION OF TECHNIQUES

It should be the goal of education to give each individual those skills necessary for him to make full use of his capacities.[8]

Under normal circumstances, introducing skills by demonstration is a satisfying experience. In the early stages of the session many demonstrations are needed. Some of the adult students will be involved in different aspects of shop units; therefore, in order to work to full capacity, the important skills should be presented early.

Students should participate and should accept some responsibility for the learning process. The best way to learn is by doing. When a person does something or says something in his own words, it is much more likely to become a part of him than if he watches someone else do it or hears someone else say it. In general, the more active the students are in a learning situation, the more they will learn. They also will learn more if they feel some personal responsibility toward the group process. For this reason, it is wise for the teacher to have many of the decisions about group activity made by the group. The group that is largely self-managing will produce better learning experiences than the group that is dependent upon the teacher. Furthermore, active participation and a sense of responsibility increase the student's enjoyment of the process.[9]

There often are incidences during the course of a session when the adult really gets involved on his project and then runs into something he cannot do. The normal procedure is to ask the instructor for help, which he does, but often he pays little attention because he is intent on finishing his project.

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[8] Knowles, Informal Adult Education, op. cit., p. 10.

[9] Ibid, p. 33.

Procedures are important. Their proper selection and use can mean the difference between ineffective and effective adult education which

-- actively involves the learner in the education process;
-- stimulates the learner to seek more knowledge;
-- achieves the specific goals for which it is designed.[10]

Subject matter is not taught for its own sake. Teaching is done to help people. Education involves changing human behavior.[11]

In order to stimulate full attention, the learning experience should prove to be pleasing and successful. Knowles[12] proposes a "climate" for learning, "The adult learner reacts, not only to planned learning experiences, but to the total setting in which the learning takes place. The attitudes of the instructing staff, the friendliness of other participants, the formality or informality -- as well as many other aspects -- of the environment will influence the learner's openness to new ideas and his ability to understand and integrate them."

A learning experience is goal-directed and action-centered. Generally, a real learning experience must lead to action based upon a "faith", a "grand guess", a "hunch", or a "hypothesis".[13]

It is difficult to break an old habit; therefore, poor habits developed by some adult students in using tools and equipment are extremely difficult to change even after a demonstration. Talking down to adults and embarrassing them will not change their self-concepts. Adult learning should have a friendly and informal atmosphere. Many times adults with some experience in a particular manipulative skill have an advantage and therefore will learn faster.

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[10] Paul Bergevin, Dwight Morris and Robert M. Smith, Adult Education Procedures, New York: The Seabury Press, 1946, p. 5.

[11] Ibid, p. 6.

[12] Malcolm S. Knowles, Handbook of Adult Education In The United States, Adult Education Association of U.S.A., 1960, p. 84.

[13] Paul L. Essert, Creative Leadership of Adult Education, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955, p. 15.

Adults have a broader foundation of past experiences on which to base new learnings. Because of their past experiences, adults may have more fixed habits of thought and sometimes this gets in the way of their learning habits.[14]

Teaching is a process of guided interactions between the teacher, the student, and the materials of instruction. The teacher guides the process on the basis of his understanding of both student and materials so as to create learning experiences that will be meaningful to the student. The duty of the teacher is to guide the student into the kind of experiences that will enable him to develop his own natural potentials.[15]

Adults will learn best those skills that are necessary to their development and needs. When one demonstrative skill has proved to be what they need, future demonstrations will be more readily accepted.

SUMMARY

There is a definite correlation between goals to be established, time allotted and equipment available. Motivation is more readily assured when adults can bring in problems, such as projects, with them. When there is something to do, their interest will continue.

Adults will learn better when the learning experience is "problem-centered". A repair job, a demonstration or a project should be incorporated.

The adult may become too involved in the project on which he is working. Because of this, he may not want to stop for demonstrations but rather choose to continue his work. By keeping the demonstrations short and concentrating on only a few key points that focus on the problems at hand, the students may soon realize that the time is well spent in watching.

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[14] Knowles, "Program Planning For Adults As Learners", op. cit., p. 268.

[15] Knowles, Informal Adult Education, op. cit., p. 31.

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THE DEVELOPMENT AND UTILIZATION OF AN ADULT EDUCATION CENTER

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THE DEVELOPMENT AND UTILIZATION OF AN ADULT EDUCATION CENTER

The Adult Basic Education program in Paola started with classes being held two evenings a week at the high school. Enrollment during the first year was steady as the citizens of Miami County recognized the opportunity. At the beginning of the second year, recruitment became more difficult. Now it became necessary to motivate the adult to encourage him to enter the program, and to find methods to keep him interested enough to stay with it.

An evaluation of the program disclosed problems that were not being met by the present program. The Paola Adult Basic Education Center was established to serve a rural community, but it was being operated with no consideration of the problems of the citizens it was designed to serve. Staff members met together several evenings in attempting to find a cure for these ills but with little success. Finally the staff and the participants met together, discussed the problems, and made suggestions for improvement in the program.

Evening classes were not convenient for many. Many who commuted to work in Kansas City did not get home in time to get to class. Shift work made steady attendance impossible. Farmers who also held other jobs had chores to do. Women were faced with the problem of finding baby-sitters. Many were interested but had no transportation. Parents felt that their presence at the school was embarrassing to their children.

Now with a better understanding of the problems of the adult participant, the staff again searched for some solution. The primary need was a program that could provide service during the day as well as in the evening. The school buildings were overcrowded so this required another building.

The location for a center, the size, and parking facilities had to be considered. The building had to be convenient, to be large enough to serve several participants at the same time, and to have adequate parking facilities. The Paola program was fortunate to find a building located on U.S. 169 at the edge of town. This had been an office and was divided into three rooms. For use as a center, one large room was furnished for class and study to accommodate twenty people, a second room was prepared to serve twelve people, and the third is set up for testing with stations for ten. The third room is also the office.

After the site for the center was chosen, it was necessary to review our records of our enrollees and to visit with new prospects to organize a schedule most convenient to the community. The majority of men still preferred evening hours while the majority of women wanted to attend during the day while the children were in school. The hours most convenient for this community were 9 A.M. to 4:30 P.M. and 7 P.M. to 9 P.M. These were established with other hours available by appointment.

How should an adult education center be staffed? It will need a director, a counselor, a secretary, an attendant, a recruiter, a bookkeeper, and an instructional staff. Some of these assignments may be combined. These combinations will depend on the qualifications of those available to help in the center. The Paola Adult Education Center will use an attendant who will also take care of the bookkeeping duties, a recruiter who will also assume the secretarial duties and assist with public relations, a counselor who will also be the chief examiner for the G.E.D. tests, instructors as needed, and a director whose duties will include the administration of the program and the responsibility for keeping the adult program in its perspective with the total educational program.

When an individual enters the program, he completes the enrollment forms. These forms are passed to the counselor who visits with the individual and attempts to find both short-term and long-term goals. The participant takes a placement test which is passed on to the counselor so that he may now help the individual plan a program of individualized instruction. It is here that the participant decides how he will work toward his goals. He may choose home study, evening class, day class, or supervised individual study at the center. Counseling is made available during the entire program.

If there develops sufficient demand for service in another community, an attendance center will be established and operated according to the plan above. These centers should be organized to serve a temporary need so they are flexible and mobile. The emphasis of programs of the Paola center is placed on mobility, flexibility, and individualized instruction.

A testing program for this type of operation must stress flexibility. With the individual helping to plan his own program, he will also need a voice in how often he desires to measure his progress. This is desirable in light of the fact that the individual works at his own speed.

The first priority of any program in adult education is the individual. He is the reason for the existence of an Adult Education Center. Next in importance is the staff. It is their job to retain the interest of the participant. The methods, materials, and hardware selected by the participant and the staff are important, but only to the extent that each one used helps the student gain his goal.

Hardware used at the Paola Adult Education Center includes reading machines, reading pacers, individual film previewers, tape recorders, record player, and closed circuit television. There must be a variety of materials available at any center to enable the staff to offer individualized instruction efficiently. Any material that enables the participant to approach his goal is good material. The Paola staff has found that materials from the H. M. Rowe Company, Steck-Vaughn, Economy Company, Kenneth Publishing Co., and Pitman Publishing Co. are suitable for most adults.

IN-SERVICE TRAINING FOR TEACHERS OF ADULTS

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INTRODUCTION

The "new" community junior college, infant in many respects, has caused a furor as interested parties have attempted to define its role. While all of this discussion goes on, the institution itself is trying to determine its place in the educational scheme. The problem that seems concomitant with the use of the term "two year community college" is "adult education". One of the best methods to help a "two year community college" staff is to offer a progressive in-service training program for the instructional staff, both evening and day. It is just such a program that is the major concern of this paper.

This paper is based on the writer's own situation as an administrator at Butler County Community Junior College.

An attempt is made to present two general divisions of in-service training which deserve mention as appropriate for the community junior college movement in Kansas. The first is the in-service training which may be begun and maintained by the faculty, and the second is that which may be instigated by and supported by the administration.

This paper proposes to offer no judgment or dictums. It is simply to present, as objectively as possible, the various in-service training programs.

FACULTY SUPPORTED IN-SERVICE TRAINING

The first type of in-service training is that which is begun and maintained by the total faculty. The method most commonly endorsed by education authorities is the formation of various committees, both permanent and transitional, according to the demands of the institution. Committees can be helpful, says Lloyd Woodburne, because:

> .....Committee activity can give to faculty members a feeling of participation in the large enterprise. They can grow to know the problems of an entire college or the larger aspects of a university. This is worthwhile because it places their own individual efforts in the proper framework of an entire institution.[1]

Committees generally function in two diverse manners. One is the type that should operate within the confines of the two-year community college itself and work on problems related to the overall efficaciousness of the school. Zelios suggests that faculty members, in committees, should participate in the formation of education and personnel policies, but should not attempt to assume administrative perogatives. They should work only with the formulation of policy. Such committees can give a feeling of true partnership between faculty and administration.[2]

Hathaway furthers the same attitude when he says that the committee should be concerned with long-range planning of the school, not mere trivia. They should engage themselves with such issues as "... should we offer a general education program; and, if so, what kind?" Through this type of activity, the faculty can learn to share the frustrations and gratuities so integral to the two-year community college.[3]

The second basic type of committee that would enhance the in-service training opportunities is one which would extend beyond the immediate two-year community college. These committees should be asked to work with expert consultants on the two-year community college. They could and should consult also with local, state, and even national advisory boards on such matters as accreditation, standardization, problems of finance, and establishment of and functioning of various departments within the two-year community college field. They can, through conferences with these outside bodies, help determine what is necessary to keep the two-year community college offering strong courses of academic parallel. Such committees should work also with area and state, as well as national, representatives to determine where the offerings of the vocational-technical areas could be altered, expanded, or, if necessary, replaced.

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[1] Lloyd S. Woodburne, Faculty Personnel Policies in Higher Education, New York: Harper & Brothers, 1950, p. 147.

[2] Demetrious Zelios, "Faculty Personnel Policies", Current Issues in Higher Education, Washington, D.C.: Association for Higher Education, 1956,p. 160.

[3] Dale E. Hathaway, "The Responsibility of the Faculty in Long-Range Planning", Current Issues in Higher Education, Washington, D.C.: Association for Higher Education, 1956, p. 125.

The use of the committee type in-service training must be a carefully thought out and reviewed matter. Unless the function of the committee is carefully screened to add to the over-all scope of the two-year community junior college as well as to the instructors' understanding of the school, it can be "....almost completely a waste of time".[4] Also, the administration or the luminaries who formulate the committee must screen the members carefully, for committee work can become overly burdensome. Woodburne writes of one faculty member who was serving on seventeen committees simultaneously. He finally had to secure a leave of absence to resign all of them.[5]

Another often tried and seemingly highly successful program to afford in-service training is that of inter-visitation. L. L. Jarvie conducted a survey of methods of making teaching more effective. He said that inter-visitation of classes is reported by nine out of ten institutions investigated.[6] Under the inter-visitation program, instructors visit classes in their own college, in other colleges and universities, or in the secondary schools.

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[4] Woodburne, *op. cit.*, p. 148.

[5] *Ibid*, p. 147.

[6] L. L. Jarvie, "Making Teaching More Effective", *The Public Junior College*, Chicago: The University of Chicago Press, 1956, p. 225.

Inter-visitation programs within the two-year community junior college often were pointed out in studies treating in-service training, and it was suggested that they were well-received and beneficially used. Jesse Bogue said that faculty members visit each other to observe and to suggest and receive suggestions leading to the improvement of their over-all teaching. A second positive aspect is that often the novice teacher or the teacher of lesser ability has the experience of sitting in on the class of an excellent instructor.[7] Says Wesley Lloyd:

> .....walls between academic departments are being penetrated. Round table discussions in which faculty members of various departments have met to learn from one another .....have been enlightening to themselves.....particularly when they have met to learn rather than to promote their favorite theories.[8]

An interesting case study was discussed by Bogue. A group of junior college instructors in North Carolina began meeting periodically to hear and discuss a report from fellow teachers, not only of their departments, but all departments. The program, which was intended to last a year, was extended to two years by demand of the faculty. They were particularly gratified because they were able to understand their fellow teachers' departments and the problems distinctive to the various departments as well as the universal problems that they all shared. It also allowed them to broaden themselves professionally, and it provided an opportunity to observe the presentation methods of a peer.[9]

A like practice was recently instigated by the English Department at Butler County Community Junior College: the members of the department were shown, via an overhead projector, a series of four unmarked papers, and these viewers were requested to record how they would mark and evaluate the papers. Then the marking and evaluation of these same four papers as done by two of the members of the group were introduced. Although parallel in most respects, both the markings and the suggestions for writer improvement made by the individual instructors were vastly divergent in a few instances. This was followed by an exchange of ideas by the various department members; and, through this brief period of inter-visitation, a great deal was accomplished in arriving at a more nearly equivocal standard within the department for marking and evaluating.

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[7] Jesse P. Bogue, "Improving Instruction in Junior Colleges and In-Service Training Programs", Proceedings: Junior College Workshop, University of Kansas, Lawrence, Kansas, June 16-27, 1958, p. 9.

[8] Wesley P. Lloyd, The University in the Changing Community: New Directions, Washington, D.C., The American National Red Cross, 1961, p. 16.

[9] Bogue, op. cit.

The inter-visitation need not be limited to the study of teaching within one's own discipline or even within one's own school.[10] A great deal can be gained by working out an inter-school visitation program with institutions of the same type, allowing the instructors to view others of the same academic or vocational discipline while these others are in the process of teaching. Walter Eells carries the suggestion to its extreme when he points out that:

> .....exchange of instructors with other junior colleges or other institutions for a summer, a semester, or a year has been practiced in a few cases, with stimulation for both participating institutions as well as for the instructors involved.[11]

Such a program could have a degree of feasibility if the instructor gains from the contact with the other institution and with the faculty members there. For the program to have validity, it seems, there must be an interplay of ideas.

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[10] Loc. cit.

[11] Walter Crosby Eells, The Junior College, Boston: Houghton Mifflin Company, 1931, p. 420.

A third type of inter-visitation is that the deans or division chairmen observe an individual's teaching. Mr. Eells gives in a few words the crux of such a program:

> .....Each department, each dean, each department chairman, and every other person in any way responsible for instructional affairs of the institution should share a co-responsibility for the evaluation and improvement of teaching.[12]

Such a program can be either the most satisfactory or the most troublesome of the inter-visitation endeavors. Its success usually resides in the ability of the faculy members to accept criticism maturely, and accept it only as a means to improve themselves as instructors. Also important, however, is the ability of the hierarchy to present constructive criticism in a tactful and objective manner. To paraphrase H. T. Morse, the faculty member may tend to view the visiting dean or department head a "..... judge, jury, and executioner ..." rather than guest. The faculty member must understand the reason for the visit; he must realize it as a means to gain information about the course, as a means to investigate the instructor's thinking, and as a means to help articulate the whole program. The instructor must not be made to feel that he is on trial for his "professional life".[13] Despite efforts to so inform the instructors, one survey showed that seventy-five percent of junior college faculty members felt that such visits "..... actually do more harm than good".[14] Regardless, all three types of inter-visitation have been tried, and all three attempts have been reported to have at least a degree of value as methods to improve the technique and knowledge of instructors while they are "in-service".

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[12] Lester G. Anderson, "Improvement of Instruction: Effective Practices; Evaluation", Current Issues in Higher Education, Washington, D.C.: Association for Higher Education, 1956, p. 165.

[13] Karl W. Bigelow, "Promising Programs for the Preparation of College Faculty", Current Issues in Higher Education, Washington, D.C.: Association for Higher Education, 1955.

[14] Jarvie, *op. cit.*, p. 225.

Another type of in-service training was often mentioned by the works researched -- the use of team research. But it is so closely allied with the previously mentioned committees that it needs no further elaboration.

Many other types of faculty originated in-service training methods were suggested, but they were isolated and vaguely presented.

ADMINISTRATION ORIENTED AND SUPPORTED PROGRAMS

The listing of opportunities for the administration and the board of trustees to provide in-service training programs were multifarious and diverse. This paper has tried to limit its concentration to a few that are most applicable to the Kansas two-year community colleges and to Butler County Community Junior College in particular.

The first and most easily developed is that of periodic faculty meetings, which creates a problem for off-campus part-time instructors unless they are held at night. Among the many suggestions that were made were that the meetings be well-prepared and presented, that they involve a degree of preparation on the part of the instructors either to help with the format of the meeting or to be well versed enough to comprehend and intelligently contribute to the discussion of problems, and that the meetings deal with professional subjects. They should not be entirely concerned with school business, but with issues of far-reaching concern.[15]

One of the major deficiencies is that the faculty meetings tend to be administration dominated and are concerned with tedium. They are "..... often so directionless and pointless in presentation that the final result is a bored and unreceptive audience and another block in the wall of communication between levels of the staff".[16]

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[15] Bogue, op. cit., p. 8.

> From the eight-year record of available data, it is apparent that the vast majority of universities and colleges are being forced to accept ..... many new teachers with less ..... than the desired background of formal preparation.[17]

With the above-mentioned problem facing the two-year community colleges, one of the most important functions of the in-service program should be to bring the new staff, both evening and day, up to the "desired" level of proficiency as quickly as possible. One of the methods suggested for the upgrading of these people is the pre-session and post-session college workshop. Morse finds great value in the offering of fall faculty conferences. He says that conferences of one or two weeks before the term begins should be offered at full pay. They should be geared to consider all institutional emphasis problems. Although there should be some general, all-faculty sessions, there would also be division, departmental, and even committee meetings. The in-service value of the pre-session meetings goes beyond the time that is spent in the meetings. The social value of becoming reacquainted with other staff members and the general feeling of being back at the instructor's true vocation before the actual pressure of teaching begins is very beneficial, especially if the given junior college has no summer school program. The greatest benefit derived, however, is that the meetings allow the new staff members to become thoroughly acquainted with both the physical facilities and with new fellow teachers.[18]

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[16] H. T. Morse, "Improving Instruction in the College Classroom", Junior College Journal, XXV (May, 1955), p. 521.

[17] "Are In-Service Teachers Being Upgraded?", Higher Education Series Research Report, R12, Washington, D.C.: National Education Association, 1961, p. 25.

[18] Morse, op. cit.

Another way to help the faculty member whose training is classed as "sub-standard" is to use teams of classroom teachers, including the one who needs to bring himself up in preparation during summer vacation periods, and have him work along with an "expert" in measurement or in a given field to appraise present program and to work out patterns for experimental courses.[19]

Seemingly, the most rapid method of improving the standard of the inadequately prepared faculty member is to provide opportunity for him to further his education. Many schools are providing leaves of absences and sabbaticals, but as far as the writer is aware, not for part-time instructors such as evening instructors. The Higher Education Series Research Report for 1961 pointed out that new evidence from junior colleges showed that during the 1960-1961 school year, 415 teachers were on authorized leaves of absence for half or a full year.[20] Woodburne discussed the problem of finance for such a gesture, and offered a somewhat workable solution. He said that leave with pay to twenty faculty members could amass a total expenditure of between 60,000 and 80,000 dollars. He theorized that a teacher who normally teaches four-quarters of a twelve-month pay basis could be allowed to teach seven continuous quarters, which would work an undue hardship on the budget.[21]

Eells was more vociferous in his position on in-service opportunities for further education. He said "..... if permanence and stability of faculty are desired, such features as tenure, sabbatical, leave, and retirement will ..... have to be considered".[22] The one course that the authorities are most adamant about is the course that is designed specifically to study the two-year community college philosophy. Most felt that if the given instructor had not taken it as part of his preparation, the institution in which he was teaching should arrange for his being exposed to the wisdom to be derived. The problem is that there were in 1958 only thirty-four institutions that offered a course that even "pretended" to teach the junior college.[23]

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[19] Warner G. Rice, "Efficient and Effective Teaching", Current Issues in Higher Education, Washington, D.C.: Association for Higher Education, 1956, p. 18.

[20] "Are In-Service Teachers Being Upgraded?", op. cit , p. 39.

[21] Woodburne, op. cit., p. 138-139.

[22] Eells, op. cit., p. 419.

This paper does not presume to assert that all of the responsibility for upgrading the individual instructor should fall upon the school. The teacher himself must assume the "brunt" of the load for his professional upgrading. What is being suggested is that in cases where a semester or a year of residency at another institution is necessary in the upgrading of the instructor, the mother institution should make it possible for him to be gone for a period without a burdensome loss of either finances or tenure and status.

The positions isolated so far are those most commonly suggested as in-service methods of keeping teachers' appetites for self-betterment satisfied. There are many others that have been suggested and the remainder of this paper will focus on some of them.

One method mentioned in a study done at the University of Kansas was the use of an official communique to faculty and staff. It may be done on either a weekly or monthly basis, but its prime function should be to keep the interested members informed about meetings, concerts, readings seminars, visiting luminaries, and other pertinent information so that the individual may plan ahead to keep abreast of not only local but state and national points of interest.[24] This system is used at Butler County Community Junior

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[23] Tyrus Hillway, The American Two Year College, New York: Harper & Brothers, 1958, p. 197.

[24] Bogue, op. cit., p. 8.

College in the form of the President's Letter which is produced weekly and all part-time evening instructors receive a copy.

Trips to conferences and meetings in the particular academic discipline often provide new ideas and materials that the astute teacher may employ in his situation. Attendance at such functions often serves two in-service criteria. Not only does one have an opportunity to hear learned discourse of particular interest; but he has an opportunity to converse with others in his area to exchange ideas, thus learning what is being done in his field at other schools. This is especially valuable to the instructor on the junior college level because of the transitional phase in education that he represents. He may discourse with teachers of the secondary level to determine what is being done to prepare the student for junior college, and he may also discover from those of the four-year colleges what is offered to the freshmen and sophomores at their institutions, helping them to ready themselves for the rigors of the junior and senior years. Says McLean, "An administrator will often find ..... that standing the cost of even extended trips for his teachers pays large dividends."[25]

Another often slighted method of in-service training is the establishment of a professional library. Again, its function can be dualistic. It may provide a place where a given instructor may go to "brush-up" on recent developments in his particular academic or vocational field, as well as recent developments in the over-all concept of the two-year community college, and it can also provide a common ground for various disciplines to meet and discuss common problems and their solutions with professional help literally "at their fingertips". This idea would be excellent for the part-time adult instructors. According to Bogue, the library should be well-stocked with major works appropriate to the various fields and "extensive literature on the junior college should be available and kept up-to-date".[26]

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[25] Malcolm S. McLean, "The Role of the Administrator", Accent on Teaching, New York: Harper & Brothers, 1954, p. 289.

It is acknowledged that this paper only proposes to be partially complete, as little information is given only on so-called adult junior college instruction. There are many other types of in-service training that could be offered. However, it is the feeling of the writer that those contained are the most pertinent and the most applicable to the comprehensive two-year community college movement in Kansas, especially with the problem of non-full time instructors being used some of the time. Keeping in mind what has been said, the point made by Mr. Bogue that is the key to the most nearly perfect in-service training program seems a fitting conclusion.

> The most significant and continuous improvements can be made ..... in proportion as teachers have teaching loads and other responsibilities which give them time to study their own fields and areas of instruction.[27]

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[26] Bogue, *op*. *cit*., p. 9.

[27] *Ibid*, p. 11.

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COUNSELING ADULTS

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Karen K. Ringel
May 1969

INTRODUCTION

Being employed as a counselor in a program of adult basic education, the writer has on occasion questioned the goals of her job and the values of such a position. This paper attempts to define counseling for adults with emphasis on the undereducated adult, to establish a need for such a service, and summarize recent projects specifically designed to provide such a personnel service to adults.

THE ADULT COUNSELEE

Traditionally, an American has the "motive power" to function independently. The average American relates feelings of security to his ability to be self-sufficient. The fear of losing status by admitting to a need may encourage individuals to avoid needed counsel. Frequently, poor decisions are made due to lack of information or an inadequate understanding of the problem. Adults may seek informal guidance from friends because of fear or reluctance to discuss a problem with a stranger.

Personal counselors are now found in schools, universities, trade unions, social agencies, clinics, and in private practice. Their task is to bring about learning by the client. The client may have the information and skills to learn; but, in order to employ these abilities effectively, he must come to terms with himself. Psychologists and educators are becoming increasingly aware that a person's self-concept is intimately related to how he behaves and learns. Classroom and clinical research evidence suggest that success may depend less on the qualities a person has by way of genes and circumstances than on how he feels about these qualities.[1]

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[1] Don E. Hamachek, "Dynamics of the Self", The Kansas Teacher, March, 1969, p. 31.

Self-concept is neither an unchanging, innate possession nor a physical entity which stops growing at a certain age. The older a person gets, the more difficult it is to change him. But, self-concept can always change, either by the efforts of the individual or with the guidance of a skilled person. There are many things to be done in assisting students to accept themselves as "planning, purposing, choosing individuals, responsible and accountable. These are the basic aspects of a healthy, socialized, self-concept."[2]

The writer feels that the task of the counselor of adults is to assist the adult learner to develop this healthy self-concept. The guidance program should be considered as a means of increasing the student's freedom and ability to make wise, independent choices. No modern program of counseling attempts to make decisions or give advice, but helps the individual to make his own decisions.

Undereducated adults, because of low socio-economic background, lack of self-confidence, and frequent unemployment, need various kinds of counseling. The undereducated adult needs help in establishing realistic vocational and educational goals. He may need assistance in seeking employment. Assistance with personal and family problems may be required before learning is possible. The adult must be helped to establish solid personal, educational, and vocational goals. The counselor should periodically assist the student in the evaluation of goals to help alleviate suspicious feelings toward school personnel and to help the student keep clear, short-term objectives in mind. The counselor must learn to experience rejection, indifference, and failure, but still exhibit a sincere interest and respect for the adult if he is to establish good rapport with him.

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[2] Ibid, p. 33.

Adults need dynamic and active programs of education. They are there voluntarily; therefore, great effort must be exerted to involve people in these programs. Many times, this involvement must result from one's own initiative. Adult guidance services attempt to develop awareness; first, through existing adult education students and secondly, through close communication with secondary schools, community groups, business, and industry.[3]

An initial contact with the counselor in Adult Basic Education programs is often made at the time of registration. This first session is generally an orientation and serves to acquaint the student with the services available as well as evaluating his general educational level. Subsequent counseling sessions generally include a follow-up on the testing program and involved educational counseling. Either the counselor or the student may initiate counseling sessions. The counseling services are offered insofar as the problems are within the scope of the adult guidance program. Referral should be made if needed.[4]

The desire of adults to learn has implications of which the counselor should be aware. Often motivation comes not from a history of success, but of failure. The adult often has entered the program because he has failed, regardless of his economic success. He has failed to master skills considered necessary by society, and he is relating this failing to one within himself.

"In this connection, McElaney indicates that it is the responsibility of every director of Adult Basic Education programs to insure that the counseling provided adults is of a professional nature given by qualified counselors."[5]

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[3] Fred W. Hoffman, "Personnel Services for Adults", The Bulletin of National Association of Secondary School Principals, January, 1968, p. 61.

[4] Ibid, p. 63.

[5] Clemmont E. Vontress and Harold A. Thomas, Adult Leadership, December, 1968, p. 290.

Professional counseling is necessary to detect the problems which confront the adult and may impede his progress in the program. Experience in working with adults is a worthy qualification of such counselors.

To gain success in working with adults, the counselor must be realistic. He must realize that unless the primary goals of the adult are being met, little learning can take place. He must be permissive in allowing the adult to express himself fully. He needs to point out to the adult that education will prepare the learner for opportunities which hopefully will arise in the future. The counselor needs to be aware of the maturation processes and life changes which may be related to the learning progress of the adult as well as recognize that adults differ as much from one another as do pre-adolescents and adolescents.

NEED FOR COUNSELING ADULT BASIC EDUCATION STUDENTS

Adult learners bring to the classroom much experience and diverse demands. One of the major reasons for their dropping out of school earlier was that they did not feel the school program was meeting their individual needs. However, as this realization becomes evident; and the social, economic, and psychological environments change, education assumes a more functional meaning, and the students seek to return to school.[6] Upon their return to school, counseling may provide a service in assisting them to continue their education while still employed. Vocational counseling helps to locate new jobs, advance in position in current employment, or give aid to re-enter the labor market.

A clerical training project for the disadvantaged found that personal problems appeared to be more pressing and more frequent for the disadvantaged than for other groups. Problems of this nature appeared to be aggravated by the stresses and pressures of the pilot training program. Individual attention to the social, psychological, and academic problems of the program participants accounted to a great extent for the success of the program.[7] The results with the above program indicate that complex curricula must be altered constantly to meet the diverse needs of students if the chance of their dropping out for a second time is to be forestalled.

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[6] Vance Hartke, "Make Way for Drop-Ins", National Education Association Journal, November, 1967, p. 23.

A course entitled "Understanding and Using Your Aptitudes" was introduced in Adult Education Programs in Flint, Michigan.[8] The course has been offered nine times during the last three years to 139 adults meeting once a week for ten weeks. Evaluation of the course indicates adults who volunteered for the course responded well to the opportunities for counseling. Long-range effects of the counseling are identifiable. The desire for additional counseling was indicated in a survey of the class participants upon completion of the course. Additional counseling was desired in the areas listed:[9]

Educational	52%
Personality	49%
Vocational	21%
Budget and Investment	20%
Marriage	15%
Religion	13%

RECENT ADULT COUNSELING PROJECTS

Findings from a research project conducted under a grant from the Office of Manpower, Automation, and Training of the U. S. Department of Labor included analysis of counseling approaches from some of the new antipoverty programs.

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[7] Lu Ann Darling, "From Mop to Typewriter", NEA Journal, October, 1967, p. 29.

[8] Robert H. Plummer, "An Experiment in Counseling", Adult Education, Autumn, 1958, p. 34.

[9] Ibid, p. 35.

The author stated that three programs (Job Corps, JOBS, and CEP) have developed unique but highly effective counseling approaches.[10]

The Job Corps builds its counseling program around the portion entitled the Residential Living Program. The goal of the program is a consideration of personal hygiene, recreational and leisure time activities, student government, resolution of group living problems, and counseling.[11] The Job Corps people practice group counseling in groups varying in size from six to community meeting groups.

The JOBS program depends heavily on a buddy system where each recruit is assigned to an established employee as a sort of mentor-counselor. The buddy will explain the intricacies of the job, assist with information pertaining to personal adjustments, and serve as a confidante or personal friend. Occupational information courses accompany coursework in ABE.[12]

CEP utilizes basic orientation classes including an out-reach worker and a counselor who gives orientation and personal counseling. Work sample techniques replace some psychometric techniques. Follow-up support is given by a coach who is non-professional.[13]

The Utah County Adult Education Council recently sponsored the "First Annual Utah County Adult Counseling Clinic" in Provo, Utah as part of the state-wide observance of Adult Education Week. The clinic was designed to provide counsel to adults regarding education and vocational opportunities and programs to help them gain these benefits. The goal was to provide a foundation for lifetime educational programs as well as bring immediate enjoyment.[14]

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[10] Wm. F. Brazziel, Counseling Adults, (A paper prepared for Workshop to Increase and Improve University Teacher Training Programs in Adult Basic Education, Chicago, Illinois, March 9-18, 1969), p. 8.

[11] Ibid.

[12] Ibid, p. 9.

[13] Ibid.

The establishment of the clinic in Utah exemplifies community cooperation. This cooperation seems to be a definite benefit with a future value. Enthusiasm of counselees and counselors suggests a desire for an annual program.

The Portland Extension Center established a Counseling Center for Adults to meet the needs of 5,000 of its student clientele, of both evening and summer sessions. A survey revealed that over fifty percent of the students were interested in some phase of the service offered. Further evidence is derived from reports of student requests for assistance from professors and administrative officers.[15]

Activities of the center covered vocational, educational, and personal counseling.

A survey of the patterns of existing agencies for adults were found to be quite diverse within the limited scope of the survey, excluding veteran, college, and university counseling agencies. The most significant finding was an indication that several extension evening programs do not operate counseling centers, but a number of privately operated centers for counseling were reported. This finding, supported by evidence reported in the PEC, confirmed existance of an area of adult needs outside those usually served by the courses offered. The Counseling Center for Adults was conceived as one way of meeting these responsibilities to adult student clientele.[16]

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[14] Elwood R. Peterson and Phileon B. Robinson, Jr., "A Cooperative Community Project", Adult Leadership, November, 1968, p. 216.

[15] James C. Caughlan and Daniel W. Fullmer, "Developing A Counseling Center for Adults", Adult Education, Winter, 1960, p. 80.

[16] Ibid, p. 84.

SUMMARY

The goal of adult guidance personnel services is to fulfill a commitment to the community by offering opportunities for adjustment, improvement, and understanding of social, civic, and occupational skills, through an educational, vocational, and technical program. It is provided to help plan personal programs to meet individual needs; but, also provides an opportunity to gain self-acceptance and improve the self-concept. Counseling as an important function of adult basic education is a necessary goal. By such a service, a worthy contribution toward the usefulness and happiness of the individual can be made.

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THE ROLE OF THE COMMUNITY COLLEGE IN ADULT EDUCATION

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
William C. Cummins
May 1969

INTRODUCTION

A major function of the educational system of the United States has been to promote equal educational opportunity for all. Curriculum development and teaching techniques lag far behind the needs of the student and of society in general.

Since its inception, the community junior college has been dedicated to teaching; however, it should be dedicated to research as it relates to curriculum development. The curriculum must be something more than a group of courses built around teacher preference and taught from the same notes each year.

Continued adherence to the traditional curriculum and to the sanctified lecture method cannot foster respect for the college, the faculty, or the administration. The two-year institutions need to consider curriculum development (1) for the student who will eventually transfer to a four-year program, (2) for the nonachiever in high school, (3) for the student who wants vocational training, and (4) for the adult.

THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine what the community junior college can do in keeping adults abreast of a continuing series of rapid changes in business, industry, and social order, and (2) to show how the curriculum of the two-year institution must be broadened and developed to meet the needs of a student body so unbelievably heterogenous in their abilities, educational backgrounds, and socioeconomic environments.

As our society has developed more complex modes of living, it has become evident that there is a great need for continuing education.

Cosand, in writing on the two-year college and its curriculum, stated that "the day of the 'hobby' course is over. The adult must be provided with a rich curriculum."[1]

Adult education has proved to be an integral part of the educational activities of the public schools. Its importance and relevance was well stated when H. G. Wells said, "It is not education of children that can save the world from destruction, it is the education of adults."[2]

DEFINITION OF TERMS USED

Junior college. The original purpose of the junior college was to offer the first two years of senior college curricula. The popular title of such curricula is "university parallel". Junior colleges can be classified in three categories depending on the type of sponsorship: Church related, independent, and public institutions.

Community junior college. This term is used to denote the type of institution which is primarily concerned with meeting the needs of those of a geographical area in which it is located. It offers university parallel courses as well as terminal programs and, in some cases, rudimentary courses for no college credit.

Adult Education. Throughout this paper the term "Adult Education" is used to mean programs of self-improvement, either cultural or vocational (though sometimes merely recreational), pursued after the completion of formal schooling.

The disadvantaged. For purposes of this study the disadvantaged are defined as individuals of post-high school age facing particular problems as a result of color, language, socioeconomic backgrounds, as well as those who appear unmotivated and underprepared.

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[1] Joseph P. Cosand, The College and the Student, Washington, D.C.: American Council on Education, 1966, p. 194.

[2] Barton Morgan, Glenn E. Holmes and Clarence E. Bundy, Methods in Adult Education, Second Edition, Danville, Illinois: The Interstate Printers and Publishers, Inc., 1963, p. 4.

REVIEW OF THE LITERATURE

Many articles have been published and considerable research has been done with regard to adult education and the emergence of the community junior college as one of the fastest growing agencies in not only higher education but in adult education as well. Therefore, it would be impossible, within the scope of this study, to report on and review all the literature on adult education as related to the junior colleges. For the purpose of organization, the literature was considered under the following topics: (1) early development, (2) later development, (3) adult education in the community junior college, and (4) advantages of the community college for adult education.

Early development. In colonial times evening schools existed as private undertakings conducted for profit. Historical documents show evening schools in New York State as early as 1661. Such schools were established in Boston in 1724, in Philadelphia in 1734, and in Charleston, South Carolina in 1744. There was a steady growth in these schools from 1750 to 1820, indicating even in those early times the need for adult education.[3]

Among other examples of adult education during this early period were the lyceums, or lecture societies, the first of which appears to have been organized in Milbury, Massachusetts in 1826. Lyceums took fees from their members to permit the hiring of prominent speakers on topics of common interest. Until after the Civil War, they offered the chief and most agreeable method by which one could inform himself with regard to intellectual subjects. Popular among nearly all types of people, they tended to stir public sympathy in favor of support and improvement of the common schools. They cleared the way for later school reforms and for the full support of the schools through taxation.[4]

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[3] John H. Thatcher, Public School Adult Education, Revised Edition, Washington, D.C.: National Association of Public School Adult Educators, 1963, p. 1.

In 1823 the State of Massachusetts appropriated $75 for an evening school and increased the support until 1854 when the evening school was supported entirely by public funds. Louisville, Kentucky was another early pioneer. Its city council opened an evening school for apprentices in 1834. In 1836 the city officials of Boston elected to give half of the City Hay Scales to evening schools. None of these schools was intended for adults, but it is interesting to note that adults were found among the students in all of them.[5]

The first general state legislative enactment providing for evening schools was passed by the Ohio legislature in 1839. While designed chiefly for employed youth over 12 years of age, the law did not exclude adults and some were no doubt admitted.[6]

The movement for evening schools clearly originated in the cities, and Massachusetts appears to have been a leader in this type of legislation. Most of the early laws provided for the admission of minors as well as adults. This provision continues in current state laws which specify that such schools and classes shall be "open to adults and to such minors as may in the opinion of the governing board profit by the instruction".[7]

In the early 1900's some educational leaders were envisioning a broader program of evening school education. In 1903 M. T. Scudder, Principal of the state normal school at New Paltz, New York, discussed such ideas with the regents in Albany. He referred to the education of adults being conducted by such agencies as the Y.M.C.A. He asked:

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[4] Tyrus Hillway, The American Two-Year College, New York: Harper & Brothers, Publishers, 1958, p. 47.

[5] Thatcher, loc. cit.

[6] Ibid, p. 2.

[7] Ibid.

> Why should not our schools also expand? Instead of keeping open for five or six hours a day, why should we not keep them open all day till, say, 9:30 at night; and, instead of being open to children only, let the adults come too, to enrich their lives in every way possible and to make themselves more efficient in the kitchen, in the shop or factory, behind the counter, in the field and forests ... or follow some favorite study in science, literature, history, mathematics or mechanics?[8]

Later development. World War I had its impact on adult education in at least two ways. The war revealed the low educational level of enlisted men and the general lack of technological development. As a result of this obvious need, the federal and state legislatures accelerated the enactment of laws and grants of aid which benefited the vocational educational needs of adults as well as children.[9]

By the 1920's what had been sporadic and informal attempts at adult education began to change into an organized pattern within both our public school system and many of our collegiate institutions. Hillway states that modern adult education may be dated from about 1926. Evening classes and correspondence courses are now available in all parts of the nation. The concern once felt for the Americanization of recent immigrants has now given place to more essential consideration of the continued vocational and cultural advancement of our native citizens.[10]

The coming of World War II at first slowed down adult education programs. Dual jobs, working women, overtime, restricted transportation all contributed to the war effort but not to the growth of adult education. But the war again pointed up the educational needs of adults, and again it was the large number of illiterates rejected by draft boards, the necessity of having to develop fundamental education programs due to the high incidence of limited education, and the still greater number of men with practically no background in basic science or with no technical skills who had to be taught the basic skills that brought adult education needs into focus.[11]

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[8] Ibid, p. 3.

[9] Ibid.

[10] Hillway, op. cit., p. 49.

Adult education in the community junior college. All post-World War II plans predicted a great expansion of public adult education and higher education. These predictions proved correct. Public school adult education, with the help of state aid in a number of states, moved ahead rapidly.[12]

One of the fastest growing agencies in adult education is the two-year community junior college. In 1902 there were two junior colleges; in 1922 there were 207; in 1939 there were 575; in 1963 there were approximately 700; in 1964 there were 719; and by 1970 it has been predicted that there will be 1,000 of these institutions.[13]

There are many kinds of junior colleges; but the predominant type, which includes more than 90 percent of all junior colleges in the United States, offers the first two years of college instruction. In addition to providing instruction in pre-professional or technical education areas for young students, junior colleges provide a variety of services for adults.[14]

Programs of this kind may be said to serve primarily the following purposes, according to Hillway.[15]

1. To offer a means of continuing their educations to those who have completed regular schooling and are working in full-time jobs or as housewives;

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[11] Thatcher, *op. cit.*, p. 4.

[12] *Ibid.*

[13] Edmund J. Gleazer, Editor, *American Junior Colleges*, Washington, D.C.: American Council on Education, Seventh Edition, 1967, p. 5.

[14] Thatcher, *op. cit.*, p. 5.

[15] Hillway, *op. cit.*, p. 125.

2. To supply supplementary vocational training for employed persons who wish to prepare for occupational advancement or to change their jobs;
3. To assist people in developing a constructive and satisfying pattern of leisure-time activities;
4. To develop special courses not ordinarily found in the regular curriculum; and
5. To offer instruction for adults in any field in which interest or need exists.

Advantages of the community junior college for adult education. There are at least four major advantages with respect to adult education which may be claimed for the community junior college. First, and probably most important, is the fact that the community college by its very nature must be familiar with its community and aware of the educational needs which exist there. Instead of determing its offerings by academic tradition and the special qualifications of its faculty, it makes frequent investigations of what is required by the economic and social structure of the area and then provides the necessary type of program. The institution concerns itself less with the patterns of education established by other colleges and more with local conditions. Thus, the programs from one junior college to another will differ markedly.

Secondly, the community junior college maintains a flexible curriculum which is sensitive to the needs of local students. The curriculum lends itself to innovations and changes dictated by social, industrial, and economic circumstances. Change to meet new needs are likely to occur very slowly in the traditional college.

Thirdly, the community junior colleges probably have had more experience with evening courses than almost any other type of education institution. Although schools and colleges of all sorts now engage in adult education, few have had more extensive experience in this field than the two-year colleges.

Finally, the junior community colleges have accepted as their own special area for instruction those occupational fields in which the greatest need for adult education appears to be felt - the technical vocations and the semiprofessions. The two-year colleges appear to be better equipped than other institutions to supply training at this level.[16]

WHAT JUNIOR COLLEGES ARE DOING

New careers. One of the nation's newest public two-year colleges, geared to the needs of the urban community, is Cleveland's Cuyahoga Community College. In its five and a half years of existence, Cuyahoga Community College already has served tens of thousands of greater Clevelanders. They have come from all walks of life and every corner of the community.

In addition to its university-parallel and technical-occupational offerings, the college has endeavored to meet specific community needs through such projects as:

> The college skills program, designed to sharpen the perceptual and communicative skills of freshmen;
> Project Search, and educational counseling and referral agency operating in Cleveland's Hough area;
> Project E.V.E., which operates an information counseling and referral service for adult women interested in continuing education, volunteer work, and employment;
> Project New Careers, which is presently training 100 inner city men and women for positions with the city of Cleveland as plumbing inspector aides, recreation aides, water servicemen, interviewer aides, and health technician aides.[17]

New Careers is a broadly conceived, multigoal program which attempts to do the following:

1. Ease the manpower shortage and improve client service in health, education, and welfare agencies by restructuring the job hierarchy.

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[16] Ibid, pp. 125-126.

[17] Carl B. Stokes, "Social Action and the Community College", Junior College Journal, 39:23, April, 1969.

2. Develop new approaches to education and training of the undereducated, unemployed and underemployed which is geared to their specific life-styles.

3. Serve as a mental health intervention by reducing the alienation gap between those typically viewed as the "clients" and those viewed as the "helpers".

4. Inhibit the rising incidence of juvenile and adult crime by providing jobs leading to career involvment for the poor.

5. Break the poverty cycle and dynasty of dependency by providing jobs with promotion potential and salary increase.

6. Bring agency services closer to community needs as they are articulated through indigenous persons employed by these agencies.

7. Encourage social and institutional change by considering how the utilization of the "new careerists" can improve or alter the traditional flow of services and use of professional talent.

8. Increase the ability of the poor to take leadership roles in the community.

9. Provide true career mobility by thinking through necessary linkages with community educational and training facilities before training for entry-level jobs begins.[18]

It is the aim of this program to recruit and train the undereducated, unemployed, and underemployed for entry jobs in human service occupations -- health, mental health, education, social services, recreation, and urban development. Junior colleges are involved or planning participation in about a fourth of the fifty-one major cities in America which have been approved for New Careers programs.[19]

Manpower Development and Training Act. How a community college can provide a much needed community service in a metropolitan area is well illustrated by a project undertaken by the Peralta College District, a community junior college.

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[18] Sheldon S. Steinberg and Eunice O. Shatz, "Junior Colleges and the New Careers Program", Junior College Journal, 38:12, February, 1968.

[19] Ibid.

Early in 1966 the East Bay Skills Center was established for the purpose of training the hard-core unemployed for employability. In most cases the trainees of this center are representative of educational failure.

The center was funded under the Manpower Development and Training Act, and training programs are offered in more than thirty occupational areas ranging from cook to aircraft mechanics. The courses vary in length depending upon the nature of the occupation. Some are as short as seventeen weeks, while others may last an entire year.

The East Bay Skills Center has enjoyed considerable success in taking educational failures and turning them into successful, contributing citizens. Why have they succeeded? The answer is simply one of motivation. We must be willing to accept the fact that large numbers of people wish only to be equipped with the skills requisite for employment. Unfortunately, many leaders of educational institutions are unwilling to recognize that there may not be courses that are good for everyone; or that these courses, if they do exist, may require different sequencing for different individuals.

The root of the philosophy behind the East Bay Skills Center is recognition of the fact that the traditional approach has not worked for the individuals involved in this program. The United States Office of Education reports that over one million students drop out of the Nation's schools each year -- evidence of the fact that it may be time to take a hard look at what we are doing in our public schools.[20]

Welfare recipients. Clatsop Community College in Oregon has developed a program designed to enhance the employability of welfare recipients. This project has been co-directed by the state public welfare office.

The project is a result of the interest of personnel from various agencies, including the public health office, mental health clinic, employment service office, and public welfare office. These people recognized the type of help necessary to aid welfare recipients in acquiring employable skills. The importance of basic education in addition to individual counseling and interagency cooperation was recognized.

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[20] Jack Michie, "Training the Unemployed", Junior College Journal, 39:16-17, October, 1968.

The majority of students have been able to function satisfactorily in the established college curriculum. However, in some instances, tutoring has been provided in the basic subjects (tool skills in reading, writing, English, spelling, and math). In some cases the welfare recipient has taken remedial course work in conjunction with a vocational program.

Of the first 112 referred to the project, fifty-three are no longer receiving public assistance. The successes have been employed in a wide range of occupations.[21]

The disadvantaged. A distinguishing feature of the junior college has been its open door admissions policy. The popularization of higher education has resulted in an influx of marginal students who increasingly view the junior college as a logical extension of the secondary school. The junior college consequently is torn between the necessity of maintaining standards to guarantee the employability and transferability of its graduates and the knowledge that it constitutes the last opportunity for formal education most of its students will ever have.[22]

The fact most frequently overlooked by a comprehensive junior college is that many of the educationally disadvantaged students can be salvaged through counseling and placement in remedial programs. Through the removal of academic deficiencies, these students may develop into useful citizens in our society by becoming taxpayers instead of tax users.

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[21] Dan J. Donham, "We Can Serve Welfare Recipients", Junior College Journal, 38:74-76, March, 1968.

[22] The General Curriculum, A Program for the Educationally Disadvantaged. St. Louis, Missouri, Forrest Park Community College, 1968, p. 1.

The Forrest Park Community Junior College, St. Louis, Missouri has developed and put in use "The General Curriculum", a program for the educationally disadvantaged. This is a program of studies required of those who are in the lower one-third of their graduating class and who have scored in the lower 10 percent on the SCAT Test. Basically, it is a remedial program designed to strengthen the participant's basic skills in math, English, and reading. In addition to the basic skills courses, there are personal enrichment courses in the humanities, social sciences, and consumer economics. These courses comprising "The General Curriculum" carry no transfer credit; but, once satisfactory scores have been attained in the basic skills and the personal enrichment courses, the student is permitted to enroll in the transfer or technical curriculum. Although a larger number of day students are being served through this program than evening students, it has proven to be an invaluable aid in helping the adults to strengthen basic skills in the "Three R's".

Community service. The faculty and administration of Chicago City College have proven their awareness and concern for the diverse needs of community residents. Because these needs are not only diverse but in a constant state of change, the college has become a center for experimentation and innovation.

At present, Chicago City College has 36,000 students enrolled at eight campuses, and five new campuses are in the planning stage. The student population is expected to reach 100,000 in the 1970's.[23]

Several innovative programs are moving from the experimental stage to actuality. Adult education courses, for example, are being made available through the Crane Campus on Chicago's west side in store-front locations. Courses in community organization leadership training, social dynamics of ghetto living, youth work aid, social service, Afro-American history, and others are being offered at social agencies, churches, store fronts, and businesses in order to bring information and services to the people.[24]

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[23] Susan Koester, "Chicago City College: A Center for Innovation", Junior College Journal, 39:23, March, 1969.

Remedial education is also being introduced. The Urban Skills Academy of Chicago City College has been helping illiterate adults to learn to read and write since March of 1968. In just three months, adults with a reading level of third grade or below had improved their reading ability to the sixth-grade level or above, making them functionally literate.[25]

In the field of occupational and technical education, the Crane Campus has done much to ease the shortage of hospital personnel through its Allied Health Program. Students, many of whom have been on welfare, have been trained to join health teams as ward clerks, occupational therapy aides, community health workers, dental assistant aides, and a variety of other health occupations.[26]

The Loop Campus of Chicago City College offers a Public Service Institute to recruit, train, and upgrade many city, county, state, and federal employees, including law enforcement personnel.[27]

SUMMARY AND CONCLUSIONS

The objective of this study was to determine what the community junior college can do to keep adults abreast of a continuing series of rapid changes in business, industry, and our social order; and to show how the curriculum of the two-year college must be broadened and developed to meet the diverse needs of its patrons.

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[24] Ibid.

[25] Ibid.

[26] Ibid, p. 24.

[27] Ibid.

A review of the literature indicated that no other institution is better suited to be of immense help in meeting America's greatest challenge -- the urban crisis. Due to its philosophy, past performance, background, and commitment, it is reasonable to assume that as community junior colleges develop throughout the United States, they will be called upon to play an ever-increasing role in providing educational opportunities for the disadvantaged, those in need of retraining or updating of skills, or those merely seeking courses to provide cultural enrichment.

To become truly a people's college, the community college should provide cultural events that will actually draw people to the campus, the auditorium, or the library. The adult education director should be limited only by his imagination and initiative in establishing course offerings and services for the adults of the community. If some would prefer hearing Leon McAuliff or Duke Ellington to Leonard Bernstein, no tears should be shed. If some indicate a desire for a short course in prenatal care, slimnastics, investment counseling, or instruction in bridge, then it should be provided.

The community college's contributions to the general economy of the state and community has been of long-term value. Representatives of industrial development have been vitally concerned with the educational opportunities available in a community. New types of industrial development have required new skills. Many people have found job opportunities closed to them until they have been able to acquire skills for data processing, electronics, accounting, salesmanship, and many others which accompany the modern business world.

The community junior college must provide an opportunity for the disadvantaged as well as the gifted. In these junior colleges future graduate students should be able to begin their college work; unskilled youth should be able to become highly skilled technicians; high school dropouts should be given another chance; adults should be provided an opportunity to learn new skills, update old skills, and to gain cultural enrichment; and the functionally illiterate should be able to learn to read and write.

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ADULT BASIC EDUCATION

An Evaluation of Student Progress Through Tests

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
W. W. Lee
May 1969

INTRODUCTION

Educational philosophers and leaders have long discussed the value of tests as a measure of students' progress through given subject matter material or to determine a point or level of achievement. Through all the lengthy discussions of alternatives, it was finally decided that the only available instrument to measure progress of students was a test or tests and other instruments of evaluation.

Therefore, the purpose of this topic is to explore a limited amount of testing materials that have been prepared for testing the Adult Basic Education learner, or materials that may become a part of a more comprehensive testing program for adults.

An additional purpose of this topic is the fact that during the first six months of fiscal year 1969, Kansas Adult Basic Education centers participated in the establishment of norms for the pre-ABLE and ABLE tests I, II and III. The statistical results of the test given in Kansas are not available; the results of those given in 1968 are available from other testing centers.

STATEMENT OF PROBLEM

Adult Basic Education teachers and administrators may point to the success of their programs of learning for adults. This is all very good and in most cases is valid, but the employer, the Junior College, Dean of Admissions and other personnel officers want some type of standardized achievement. The above-mentioned officials want evaluation that they are familiar with and that has regional or national significance.

Employers are insisting that the unemployed or underemployed bring more with them than a certificate indicating they have mastered elementary school subject matter or high school subject matter by way of the GED Test. They want to know something of the prospective employee's aptitudes and interests along with his academic achievement. The employer may get a fair appraisal of employees' interest through the testing done at the employment office. However, labor and employment officials are aware of the fact that many employee failures are the result of the employee's ability to convey what he thinks he would like to do, rather than that which he is able to do in a job situation. It then becomes evident that those persons, charged with the responsibility of teaching the adult learner, must compile evidence of the learner's educational and vocational abilities. This writer feels a more truthful assessment can be made during a period of learning, tempered with counseling and occupational information. The pressures of the adult basic learner are less then, than when he or she is trying desperately to enter the available occupational opportunities market.

The problem, then, is for the Adult Basic Education program to prepare the learner and provide the employer with that kind of information and knowledge skill that will create a situation acceptable to both. This can and must be done in the learning or experience atmosphere provided by Adult Basic and general Adult Education programs.

Federal Funds for Adult Basic Education are four years and six months old. Progress in the production of Adult Basic Education tests to determine growth in the academic achievement for adults is much younger. Many test producing companies are attacking this problem, but the battle has only begun. The enemy, recognized as a meaningful and worthwhile evaluation instrument, has not been developed. The hopes of winning this struggle is still a "long way" down the measurements road. Research and its pages of explanation are not available.

THE USE OF TESTS IN ABE

Those persons who are enrolled in Adult Basic Education programs have met defeat and disappointment on many occasions. The ABE student has fallen prey to a test or tests that without other factors taken into consideration determined his failure. He may have a fear of further testing of his ability.

The Psychological Corporation has taken the above fact into consideration and is attempting to dispel those fears. This Corporation has developed practice tests for no other purpose than conditioning the learner for a more meaningful test.

> Many kinds of tests are used today in the employment offices of business and industrial organizations. Some people, however, have had relatively little exposure to tests, and this lack of experience may lead to anxiety when they are asked to take a test.
>
> Test Orientation Procedure (TOP) has been developed to alleviate this problem. TOP consists of a tape recording and two booklets, designed to familiarize the prospective job applicant (hereafter called the "examinee") with a variety of materials and with types of questions that he is likely to encounter on tests as he seeks employment. The text booklets are illustrative only and no provision is made for obtaining meaningful scores. TOP is a familiarization procedure. It is likely to be most help to those with the least experience and of little value to the sophisticated.
>
> TOP may be administered to classroom groups such as students who are completing vocational training or business education courses. It is assumed these students will soon be entering the labor market and will be exposed to the types of materials discussed in TOP. Adults in manpower development programs or retraining courses should also find the TOP materials interesting and valuable. The employment offices of business and industrial organizations frequently desire to acquaint prospective job applicants and sometimes rejected applicants with the nature of employment tests that may be used. Most companies feel that this type of practice with tests will tend to reduce the applicant's anxiety and enable him to demonstrate his ability more effectively. TOP should be helpful in such situations and will probably be appreciated by the applicants.
>
> The 30-minute tape recording is used in conjunction with the first booklet, How to Take Tests, in a "teaching session". The examinee is taught how to fill out a personal information form correctly, and how to take five kinds of objective tests:[1]
>
> 1. A clerical SPEED AND ACCURACY TEST in which pairs of names and numbers are judged for exact likeness.
> 2. A SPELLING TEST where the examinee indicates whether each word is spelled right or wrong.
> 3. A Multiple-choice VOCABULARY TEST.
> 4. An ARITHMETIC TEST of simple computational problems.
> 5. A multiple-choice INFORMATION TEST to illustrate answering on a separate answer sheet.

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[1] George K. Bennett and Jerome E. Doppelt, Test Orientation Procedures, New York: The Psychological Corporation, 1967.

> For each test, the tape recording presents instructions and sample questions and, after the examinee has taken the test, reviews the answers. The instructions, sample questions and a complete answer key are included in the test booklet.
>
> After the examinee completes the first booklet, he is given the second booklet, Practice Tests, which contains additional tests like those he has just taken. He is advised to take this booklet home, read the instructions, try the tests, and check his responses with the scoring key. He may also keep the first booklet for further review. The possibility that not only the applicant but also his friends and relatives may benefit from study of the booklets is considered to be an additional advantage of TOP.
>
> The TOP Tape Recording
>
> The teaching session is administered by playing the TOP tape recording. All the directions are recorded on the tape, and the timing for the sample tests in the How to Take Tests booklet is controlled by the tape.
>
> Each track of the tape has all the instructions for the administration of How to Take Tests. After the session has been completed, the administrator should run out the tape and simply exchange the two reels; that is, the full reel should be placed where the empty reel was, the empty reel should be placed where the full reel was. Once the tape is rethreaded, it is ready for the next administration. Rewinding of the tape is not necessary; the entire session can be presented starting from either end.
>
> The tape must be played at a speed of 3.75 inches per second.[2]

The orientation to testing has an introduction test and a test to be practiced on at home away from school or classroom environment. This conditioning process should be helpful. A few samples are provided here to acquaint the reader with the type of questions asked and the method of recording answers. Many test publishers are convinced that the complicated methods of recording answers are as much a factor in poor results as the questions asked.

The first part the student encounters is the information sheet:

PERSONNEL TEST

(Please Print all information clearly)

NAME__________________________________DATE__________________
Last First Middle

EDUCATION--Circle the highest grade completed:
Grammar School: 4 5 6 7 8 High School: 1 2 3 4

---

[2] Ibid, p. 2.

Name of last
School Attended____________________City________State________

Place of Testing____ [3]

The following represent samples taken from the Introduction Test. They are Speed and Accuracy, Spelling, Vocabulary, Arithmetic and Information Test.

SPEED AND ACCURACY TEST

Numbers

(1)	4721	✓	4721	
(2)	584	✓	584	
(3)	80962		90862	
(4)	9325	✓	9325	[4]

(14)	Allan Kenmore		Albert Kenmore	
(15)	John Page	✓	John Page	
(16)	David Parks	✓	David Parks	
(17)	Don Rhoades		Don Rhodes	
(18)	Phillip Newman	✓	Phillip Newman	
(19)	Jon Hudson		John Hudson	[5]

VOCABULARY TEST

1.	SAVE	part____	keep ✓	spend____	sort____	
2.	STAY	remain ✓	result____	leave____	press____	
3.	IDEA	story____	value____	thought ✓	subject____	[6]

ARITHMETIC TEST

1. $\begin{array}{r} 27 \\ +\ 32 \\ \hline \end{array}$ Ans. $\boxed{59}$

3. $\begin{array}{r} 96 \\ -\ 52 \\ \hline \end{array}$ Ans. $\boxed{44}$ [7]

2. $\begin{array}{r} 205 \\ \times\ 3 \\ \hline \end{array}$ Ans. $\boxed{615}$

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[3] George K. Bennett and Jerome E. Doppelt, "How to Take Tests", Test Orientation Procedures, New York: The Psychological Corporation, 1967.

[4] Ibid.

[5] Ibid.

[6] Ibid, p. 5.

[7] Ibid.

INFORMATION TEST

1. What is the capital of the United States?

   A. Washington
   B. New York
   C. Philadelphia
   D. Chicago

ANSWER SHEET

A B C D
1 ▮ ⁞ ⁞ ⁞ [8]

We have a publisher's attempt to condition the adult learners in the art of "test taking". This is a problem of each and every publisher that attempts to produce a test for the adult.

Some publishers have attempted to formulate valid and reliable tests for the Adult Basic Education learner.

Harcourt, Brace and World

Harcourt, Brace and World is in the process of developing all the statistical evidence necessary in developing a valid test. These are the items which they consider important in developing an acceptable test for adults: 1. Adults are not used to paper and pencil and test taking has not been a part of their way of living for some time. 2. They are threatened by any term that attempts to measure them; they sometimes have the feeling that the Administrator or the teacher are out to get them. 3. They have built up a defense against any outsider learning about their inabilities or deficiencies in education. 4. A test reminds them of school and some failures; they also consider a test as a penalty rather than an evaluation instrument. 5. They are not used to following rigid or written directions to accomplish a given objective.

Harcourt, Brace and World, in its attempt to standardize the ABLE test, published a special test for the North Carolina State Prison study. This particular test was designed for individuals below fifth grade and those above fifth grade completion making two separate individual tests. It can be obtained from the publisher only by arrangement.

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[8] *Ibid.*

The publisher also submitted this test to 1,200 Adult Basic Education students in twenty-four communities in the State of Connecticut. The test given students in Connecticut was ABLE Forms I & II.

Four-hundred and three men and women in Adult Basic Education programs in Norfolk, Virginia were also given the ABLE Forms I & II. The following table gives information concerning the number of men and women ethnic groups, age group and last grade completed in their former education. The table below provides Reliability Coefficients for ABLE Subtests Obtained for the Various Research Groups. It is interesting to note that these tests were given to children in the public schools such as ABLE I to grades 3 and 4 and ABLE II to grades 6 and 7. The next table indicates Grade Equivalents which correspond to the raw score from the third adult group where the test was administered.

Characteristics	N. C. Prisons		Connecticut	Norfolk	
	I (N=506)	II (N=1220)	Statewide ABE Group (N = 8326)	I (N=256)	II (N=147)
	Percent		Percent	Percent	
Sex					
Male	100	100	46	58	26
Female	—	—	54	42	74
Ethnic Group					
White	25	56	85	8	7
Negro	73	43	14	92	93
Other	2	1	1	—	—
Age in Years					
50 and over	13	5	data not available	39	27
40-49	19	11		29	31
30-39	21	21		21	26
21-29	24	34		8	11
under 21	23	29		3	5
Last Grade Completed					
above 12	—	1	data not available	—	—
10-12	9	50		4	9
7-9	36	36		13	48
4-6	28	12		43	40
3 or below	27	1		40	3

[9]

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[9] Borjorn Karlsen, Richard Madden and Eric F. Gardner, Adult Basic Learning Examination, New York, 1967.

Reliability Coefficients for ABLE Subtests Obtained for the Various Research Groups* [10]

Level I

Group/Test	Vocab.	Read.	Spell.	Comp.	Prob. Solv.	Total Arith.
School: Grade 3	.87	.93	.95	.89	.73	.85
School: Grade 4	.89	.93	.95	.91	.87	.92
Job Corps	.85	.96	.96	.93	.84	.92
Hartford-New Haven	.91	.98	.94	.96	.95	.97
N. C. Prisons **	.91	.99	.95	.89	.89	
Connecticut	.95	.96	.95	.92	.85	.93
Norfolk, Virginia	.91	.97	.96	.92	.86	.93

Level II

Group/Test	Vocab.	Read.	Spell.	Comp.	Prob. Solv.	Total Arith.
School: Grade 6	.75	.90	.96	.90	.60	.88
School: Grade 7	.84	.91	.96	.87	.79	.89
Job Corps	.82	.89	.96	.91	.83	.93
Hartford-New Haven	.91	.94	.96	.95	.90	.96
N. C. Prisons **	.88	.86	.97	.91	.87	
Connecticut	.94	.95	.96	.90	.90	.94
Norfolk, Virginia	.90	.87	.95	.90	.85	.92

Grade Equivalents Corresponding to Median Raw Scores on ABLE Subtests for the Three Research Groups [11]

	Level I			Level II		
	N.C.	Conn.	Norfolk	N.C.	Conn.	Norfolk
Vocabulary	3.7	2.0	4.4	9.0	6.2	6.6
Reading	2.6	2.3	4.0	9.0	6.7	7.8
Spelling	2.3	2.5	2.6	5.4	5.1	4.9
Computation	3.4	5.1	4.3	5.8	5.8	5.8
Problem Solving	4.2	6.0+	5.1	5.8	6.6	5.0
Total Arithmetic	3.7	6.0	4.4	5.9	6.1	5.8

Kansas was fortunate enough to be one of the states used by Harcourt, Brace and World to establish their statistical information. This was done during the school year 1968-69. Tables of information concerning Kansas tests are not available at this time. As stated earlier in this paper, the employer is asking educators, those involved with Adult Basic Education especially, to provide him with more meaningful information about students coming through Adult Education programs and then seeking new employment or possible meaningful employment for the first time.

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[10] Ibid, p. 8.

[11] Ibid.

Science Research Associates

Science Research Associates has produced a new form of the Kuder test. It is called Kuder DD. This new test, not yet available on the market, received its basis of questions asked from the old Kuder test. The extension of this test given for many years deals with the system of gathering information on test results formerly employed by the Strong Vocational Inventory. It would seem that employing these two rather unique techniques in developing a test should be meaningful and worthwhile to adults.

All of the test publishers relate the necessity of using a guidance counselor on a one to one ratio (1:1) with the adult learner. Possibly nowhere else would a counselor be as important as the one who would guide and counsel an adult learner after reviewing results of the Kuder DD.

In developing the Kuder test, the publishers used occupational criteria as a basis for determining a meaningful result to the person taking the test. Thirty-six occupations for women were used as a basis for their conclusion and seventy-nine occupations were used for men. Twenty universities participated in the collection of the data necessary for evaluating the scores of this test. More than thirty-four thousand individuals took the test in order to establish those norms that are being used today.

Almost anyone who has been in the field of testing youth knows the type of answer sheet employed. The student makes a selection from three items and marks them as "most" or "least". This same method is used in the new Kuder. The test contains one hundred choices for the individual to make his selection.

IMPLICATIONS

It would seem that the implications were self-explanatory in the fact that we cannot in good conscience merely prepare the adult learner to receive just a certificate stating that he has completed eight years of education or has mastered the questions asked on the GED examination.

It is therefore implied here that while adult education is still a system of fragmented segments, a testing program that would be accepted by teachers and directors alike would tend to bring the program or programs to a more meaningful composit of information about the adult learner; his abilities, his aptitudes and his educational achievement. It seems that the insertion of an acceptable testing program in the adult education program would be very similar to the movie that was made about the life of one of America's greatest clowns, Emmett Kelly. Some will recall that one of his favorite acts was to have a large area of light focused on him as he took a broom and swept the light in toward him. More attention was directed upon him as an individual and finally all the light was just on him. This is the kind of focus and attention that must be directed upon the adult learner. These represent only a few of the instruments, methods and techniques that can be used.

SUMMARY AND CONCLUSIONS

There are many tests operating in the field and they give in many cases the information desired for the student or the teacher. However, as stated previously, no attempt has been made here to cover the whole testing area. Tests were reviewed and evaluated by the writer and the decision was made to use only the three that have been mentioned in this paper. This decision was made because this should provide a beginning upon which a more comprehensive testing program might be developed. Let it be considered as a fact that this is only the beginning; but, with the use of these three tests, we would be doing the student a real service as well as unknown employers.

This paper has tried to show how the adult learner who fears tests and testing may be conditioned to accept a test as a means of determining his growth. It also has indicated acceptable tests for the adult learner, the ABLE I and II and the Kuder DD. These three, then, could become a nucleus upon which agencies may build a testing program that is acceptable to the teaching staff and to the students in their charge.

There is full realization that people differ greatly depending upon whether they live in the rural, rurban, or urban areas. This fact was taken into consideration when a variety of tests were screened before writing this paper. It is a conclusion that if these three were used, we would be doing a better job of serving the educationally disadvantaged than we are at the present time.

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A SURVEY OF MATHEMATICS MATERIALS FOR ADULT BASIC EDUCATION

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
John Showalter
May 1969

INTRODUCTION

Mathematics seems to be the greatest stumbling block to people who enter an Adult Basic Education program. The reasons for this may be varied, but two of the most pertinent ones are the techniques used and the materials used to teach young people mathematics. The arithmetic that has been taught in elementary schools until quite recently has had little intellectual content and a great deal of preoccupation with triviality. This has no doubt caused much of the rebellion on the part of students against arithmetic.

The Cambridge Conference on School Mathematics[1] stated that the building of confidence in one's own analytical powers is another major goal of mathematics education. Adults entering an Adult Basic Education program seem to exhibit this lack of self-confidence, brought on by the endless drill, repetitious real life problems, and fears of forgetting the formula.

A great deal of progress has been made in the improvement of teaching techniques and student use materials for mathematics. But the need for techniques and materials to correct many of the ills of the past is still evident.

Adults must be taught with emphasis on understanding rather than rote learning. Good teachers do teach with understanding, but they can be aided and poor teachers guided by materials that are properly designed and organized. The purpose of this paper is to review many of the mathematics materials that may be used to reinforce a good learning situation for adults in Adult Basic Education classes.

CURRENT MATERIALS DESIGNED FOR ADULTS

One of the companies with many years of experience in producing books for use in Adult Basic Education is Steck-Vaughn Company of Austin, Texas.

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[1] "The Report of the Cambridge Conference on School Mathematics", Goals for School Mathematics, Boston: Houghton Mifflin Co., 1963, p. 9.

They publish a complete line of mathematics materials for a wide range of abilities or grade levels. The following is a list of their materials with a brief summary of each publication.

1. You and Your Money[2] by Dorothy Y. Goble is a book on consumer buying and money management designed for a third or fourth grade reading level.

2. Where Does Your Money Go?[3] by Hazel Taylor Spitze and Patricia Rotz is a guide to family economics and consumer buying developed for grade level three and four.

3. Basic Essentials of Mathematics[4] by James T. Shea is published in two parts. Part I covers the fundamental operations with whole numbers, common fractions, and decimal fractions. Part II includes a study of percent, measurement, ratio and proportions, and simple equations. These materials are designed for grade level five to nine.

4. Mathematics-Working with Numbers[5] is a series of six books prepared for grade level three through eight. The copyright date is 1953 and it is therefore doubtful if these books were designed originally for adults. They do have practical use, however, for practice in the operations and problem solving

5. Working With Numbers Refresher Course[6] by James T. Shea is a book that combines sample material from the six books in (4) above. It again is

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[2] Dorothy Y. Goble, You and Your Money, Austin: Steck-Vaughn Co., 1964.

[3] Hazel T. Spitze and Patricia Rotz, Where Does Your Money Go?, Austin: Steck-Vaughn Co., 1969.

[4] James T. Shea, Basic Essentials of Mathematics, Austin: Steck-Vaughn Co., 1965.

[5] James T. Shea, Mathematics-Working with Numbers, Austin: Steck-Vaughn Co., 1953.

[6] James T. Shea, Working With Numbers Refresher Course, Austin: Steck-Vaughn Co., 1954.

mostly drill and problem solving with little explanation but a few example problems.

6. Steps to Mathematics,[7] written by the editorial staff of Steck-Vaughn, is a worktext designed to precede the Basic Essentials of Mathematics series. The material is divided into two books that begin at grade level one and end at grade level four. The books would be quite useful for Level I adult classes.

Steck-Vaughn materials seem to be rather traditional. They use very few, if any, modern techniques to explain mathematical operations. The books may be useful, however, for drill and review, but not too useful for introducing a new method or concept in mathematics.

Follett Educational Corporation is another publisher of mathematics materials for adults. They publish System For Success,[8] a complete program in reading, writing, spelling, computation, and English. It is divided into two books, one for reading level zero to four and the other from reading level five to eight. The section on mathematics in each book is well organized and presented in a manner that would be attractive to an adult student.

Follett also publishes Figure It Out.[9] It, too, is divided into two books, one for students at the beginning level zero to four and the other at grade level five to eight. Book One teaches the adult learner the four basic operations with numbers and has some material on money and measurements. Book Two includes material on fractions and decimals, plus introducing rounding off and estimating. The instructor's book, that comes with each of the

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[7] Steps to Mathematics, Austin: Steck-Vaughn Co., 1969.

[8] R. Lee Henney, System For Success, Chicago: Follett Educational Corp., 1965.

[9] Mary C. Wallace, Figure It Out, Chicago: Follett Educational Corp., 1965.

Figure It Out books, is well prepared and contains complete explanations and instructions for the teacher.

The authors of both of the Follett series have made an attempt to produce materials to promote the understanding of mathematics rather than the rote memorization of facts and formulas.

Harcourt, Brace and World, Inc. has recently published an attractive hardbacked book that should be excellent for use in Adult Basic Education classes. The title is Arithmetic: Skills and Problem Solving.[10] The main topics covered by the book are whole numbers, fractions, applications of fundamental skills, decimals, percent, and geometry. The authors state that the purpose of the book is to develop in the student an understanding of the basic arithmetic concepts and skills which will help him solve problems. The book covers many basic ideas that adults have failed to understand in their earlier educational experience. It does this without using a lot of difficult explanation or exercises and with a vocabulary that is relatively simple.

Holt Basic Education Program, published by Holt, Rinehart and Winston, Inc., contains two paperback books that may be used in Adult Basic Education mathematics classes.

The first is titled Arithmetic[11] by Edward W. Brice. It can be used for beginning grade levels through grade level four. The second book is titled Fundamental Mathematics[12] by Foster E. Grossnickle. This book covers the mathematics of whole numbers through beginning Algebra and is very usable for Level II and Level III classes in Adult Basic Education programs. Both of the Holt books make use of many modern techniques for presenting mathematics and may be considered as the best available for adult use.

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[10] Donald Conway and Martin J. Dreyfuss. Arithmetic: Skills and Problem Solving, New York: Harcourt, Brace and World, Inc., 1968.

[11] Edward W. Brice, Arithmetic, New York: Holt, Rinehart and Winston, Inc., 1963.

[12] Foster E. Grossnickle, Fundamental Mathematics, New York: Holt, Rinehart and Winston, Inc., 1964.

CONCLUSIONS

The lack of research into the mathematical needs of adults is rather appalling. Adult educators have tended to use the material already published for grades one through eight. This material is designed for children and may not be suited for adult use. It is often used for review, drill, and memorization of facts, rather than the learning of mathematical concepts.

We must recognize, too, that the public schools have failed to teach many of the concepts that make mathematics sensible and meaningful for young people. Because of this failure, the adult may actively resist the change in concept understanding that needs to take place.

Any new mathematics material published for adults needs to concentrate on assisting the teacher in teaching mathematical concepts, often made more difficult by misconceptions formed in an earlier school experience.

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MATHEMATICS LABORATORY EXERCISES
FOR ADULTS

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
Ronald Gene Wingfield
May 1969

INTRODUCTION

Over the course of several years, the writer has felt a need for an organized set of laboratory exercises for use in mathematics. Though many teachers use this technique for isolated units, no prepared manual exists for the student to discover underlying principles in mathematics through the laboratory exercise.

THE PROBLEM

Statement of the problem. The purpose of this paper is to set forth a sample set of laboratory exercises that can be used with the modern approach to mathematics. These exercises will be developed to motivate participation of all students in the class. Instead of drill, the student will be directed to develop and test theories by the use of open-ended questions and experiments. Students will be directed to gain insight into the scientific method and how it works, to develop an interest and an inquiring type of mind, and learn the necessity of accuracy.

It is not what should happen in the classroom that teaches mathematics. The laboratory approach will give mathematics teachers an opportunity to generate new interest and create a favorable classroom atmosphere where desire to discover and individuality grows.

DEFINITIONS OF TERMS USED

Laboratory Exercise. An experiment which teaches the scientific method and how it works and an insight into some concept of science.

Open-ended Questions. Leading questions which leave to the reader a choice of ending.

Scientific Method. A technique of achieving a stability of belief regarding natural phenomena. This stability of belief is reached by the use of deliberate skepticism. The scientific method systematically questions all things with which science is concerned.

Meaningful Learning. Learning which is transferable to other experiments.

REVIEW OF THE LITERATURE

In the decade preceding 1962, only three references appeared in the Education Index which were specifically related to the laboratory approach to mathematics. Though the laboratory approach in learning is not new as a method of learning, little interest has been shown in using this approach in mathematics until recently. The summary given here will generally be related to the benefits or disadvantages of the method.

Literature pointing to benefits of laboratory exercises. Johnson and Rising, in describing the role of the laboratory exercise, state several ways in which a laboratory lesson is successful. They provide success for those who have not yet understood the concept. The individual work is beneficial for the exceptional student; due to the relaxed atmosphere, better attitudes toward mathematics and the instructor are developed. Goals are set up and are easy to see and therefore achievement is obtained. The similarity of this approach and real life challenges help mature the student's outlook and the participation of each student is where the real learning takes place.[1]

William C. Lowry feels that when a student is allowed to discover for himself, even if it takes longer, the time is well spent, for the student will understand better and remember longer the concept which he discovered.[2]

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[1] Donovan A. Johnson and Gerald R. Rising, *Guidelines for Teaching Mathematics*, Belmont: Wadsworth Publishing Company, Inc., 1967, p. 302.

[2] William C. Lowry, "Pupil Discovery in Junior High School Mathematics", *The Mathematics Teacher*, XLIX, April, 1956, p. 301.

The discovery method gives the student the opportunity to think through and develop for himself.[3]

Students learn most effectively when they are taught to discover ideas for themselves. They learn least effectively when they are told ideas in bits and pieces. Students associate learning with doing and appreciate the opportunity to experiment with rather than being talked to about mathematics.[4]

Why have a mathematics laboratory? There are a number of sound reasons: the laboratory method of teaching is one of the most successful in the physical sciences, each student is allowed to work at his own rate, the freedom allows more discussion of the problem among the students which leads to learning, it gives a flavor of change to the daily grind of the classroom routine.

What changes are taking place in school curriculums? The need is from showing to doing, from our world to the students' world. Essential to all is the opportunity for the students to discover for themselves, so learning becomes a participation and creative process. The objectives in teaching mathematics at all levels are to give all students the opportunity to think for themselves, to appreciate the order and pattern of mathematics and the real world, and give them the needed tools for using mathematics.[5]

If teachers are to provide the students with the first-hand experience of learning for themselves, the teachers must be convinced it is possible. After testing the materials themselves in the classroom, the authors set about teaching teachers mathematics by the experiment and discovery method.[6]

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[3] Ibid.

[4] Francis G. Langford, Jr., "Helping Pupils to Make Discoveries in Mathematics", The Mathematics Teacher, XLVIII, January, 1955, p. 45.

[5] Edith E. Biggs, "Mathematics Laboratories and Teacher Centres-The Mathematics Revolution in Britain", The Arithmetic Teacher, XV, May, 1968, p. 406.

[6] Ibid.

This seems to provide a stimulus for the teacher to use and appreciate this approach to learning in an abstract science.

Bert Y. Kersh suggests that the superiority of the discovery method over the tell-to-do method is not adequately explained in terms of meaningful learning, but the discovery learner is more likely to become motivated to continue the learning process or to continue practicing the task after the learning period.[7] What is teaching but the chance to capture the interest of the seeker and hand him the tools?

Lola J. May, Mathematics Consultant, reports on the Winnetka Public School learning laboratories project that:

> The three modes of mathematics -- concrete, computational, and abstract -- are built into as many of the mathematical units as possible. As the pupils work with concrete materials, they record their observations and then make generalizations from the data. They are encouraged to look at the patterns that have developed and then encouraged to predict results beyond the data they have acquired. The main idea is to keep students so motivated by their work that they want to learn more. There is no failure, because all students are free to ask questions whenever they need help.[8]

While reviewing the literature, the author found a wealth of favorable articles. Most of the comments were made by teachers and supervisors who have used and tested isolated laboratory exercises; however, tested results show that no great gain in transfer is recorded over the tell-to-do approach to instructing students. The reoccurring benefits seemed to be that the student was motivated to work beyond the simple concept being taught by an exercise and developed a method of attack for later challenges.

Literature stating limitations of laboratory approaches. William C. Lowry mentions that the very nature of a laboratory setting and procedure suggests a relatively slow and laborious task. He knows of no way of hastening the thinking a student must do for himself.[9] Bittinger says:

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[7] Bert Y. Kersh, "The Adequacy of Meaning As An Explanation for the Superiority of Learning by Directed Discovery", Journal of Educational Psychology, XLIX, 1958, p. 290.

[8] Lola J. May, "Learning Laboratories in Elementary Schools in Winnetka", The Arithmetic Teacher, XV, October, 1968, p. 501.

> The discovery approach should be used sparingly at first because of the time factor. It requires years to teach the discovery approach so students can really discover anything in a true sense. The method seems more useful for the student who will go on in more advanced courses.[10]

As with all methods of instruction, some drawbacks are noted; however, the laboratory approach in mathematics is relatively new and needs further testing and study. Major criticisms seem to be the time factor and is it useful for all students.

STRUCTURE OF A LABORATORY EXERCISE AND ITS SETTING

The laboratory exercises in this sample will be structured to create an interest in studying and realizing a principle of mathematics by leading a student to a desired conclusion by helping him organize his information logically. Since independent study is required of all individuals regardless of their occupation, the format of these exercises will be of specific interest to all students regardless of the future educational objectives.

It is the desire of the author that the structure of these sample exercises be such that a student can use these as a self-teaching device for learning the concepts of mathematics which lend themselves to the discovery approach.

STRUCTURE OF A LABORATORY EXERCISE

Introduction of Topic. A prepared guide sheet for the student so he knows what he is going to investigate. The topic will be introduced as a question: Does there exist a pattern? The topic could be something with which the student is familiar or he need not have any prior knowledge of any principle or pattern. The topic chosen for the exercises will lend itself to the area which is covered in adult basic education textbooks.

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[9] Lowry, *loc. cit.*

[10] Marvin L. Bittinger, "A Review of Discovery", *The Mathematics Teacher*, LXI, February, 1968, p. 145.

Objectives of Exercise. A restatement of the topic with a clear and concise statement of what factors we are going to study and under what conditions these factors have been placed while we are observing their behavior and recording the data necessary to this exercise. Necessary to the objectives of the exercise will be: Can the behavior of the factors be stated in a simple algebraic expression?

Needed Equipment. All equipment needed in the exercise will be listed, with a manufacturer's name given and specific name of instrument if it is not commonly found in the mathematics classroom. Proper storing facilities for all equipment should be available for ease of accessibility to students. The physical features of the room play an important role in the successful laboratory setting. Tables instead of desks are a desirable factor for this nature of study; however, these will not always be available.

Directions for the Exercise. The directions are given concerning what to do, what data to collect and what pattern or principle is being sought. The students will collect the data during the class periods and could reach a generalization before the end of the period; however, if such is not the case, the homework assignment could be to write out the generalization at home. When the experiment is long and laborious, it is advantageous to have the students work together to supply all the data necessary for the correct results. Then each student may use the accumulated data for his final generalization.

Table for Accumulated Data. If students could be taught to organize data in a meaningful manner, their experimentation would be an easy process in any discipline. The tables used with each laboratory guide sheet have headings indicating all possible useful information which can be obtained from the given objects which they are experimenting with and the instruments they are using. The table will indicate some processes the student will try and these will lead to a pattern that the student can recognize for himself. The table is constructed to guide the student to a better understanding of the process of experimentation in the physical world using an abstract science.

Results of Exercise. Here, open-end questions will again be useful in triggering the student's mind so as to find the desired conclusion. Space will be provided for the student to express any further implications he might see from the data or type of procedure used in the experiment.

THE LABORATORY SETTING

The student should have prepared guide sheets stating what he is to study and what materials he needs. Materials for the exercise should be easily accessible for the student. Rooms for the laboratory exercise need flexibility and tables are convenient for experiments. All students should participate in a meaningful manner in the exercise. The instructor should have prepared the students for a laboratory period by giving any special instructions which will facilitate the time available for the exercise.

IMPLICATIONS

The program of mathematics is slowly changing from a program geared to the first half of the twentieth century to one patterned to meet the challenges of the second half. The teachers of mathematics in the schools, from kindergarten through any age, must be prepared to accept this challenge and prepare materials to meet it through an understanding of the new as well as the old. Teachers must prepare themselves by studying the background of mathematics as well as the methods. They must familiarize themselves with terminology and the concepts and develop methods to provide different experiences for all learners.

Teachers must not only be concerned with the number system and its application to computations, but with the various methods of teaching computations and developing mathematical concepts and ideas. One of the most common methods, which may be called the discovery method, provides a particular avenue of exploration and problem-solving in mathematical settings for the learner.

Basically, the teacher provides an opportunity for the student to explore various solutions to arithmetic situations by presenting concrete material and evidence, then having the student move through abstract processes to reach a solution, using knowledge of the number system and the material as the basis for the solution.

The method of arriving at a solution is of particular importance; this helps arrive at logical conclusions and the students have had the experience of using logic, abstract thinking, and computation to discover the answer.

Before the discovery method is introduced in a pure mathematical setting, a good foundation in the meaning of our number system is vital. This also holds true through more advanced mathematics, where an understanding of various concepts and relationships must be established and learned before effective mathematical technique may be developed.

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APPENDIX

SIMILAR TRIANGLES AND PROPORTIONS

OBJECTIVES

1. To collect data on the height of objects and the length of the shadow of the object.

2. To investigate whether a proportion can be used to solve for the height of an object if the length of its shadow is known.

EQUIPMENT

Tape measures (nearest 1/4 in.), source of light (such as floodlight), data collection table.

DIRECTIONS

1. Measure the height of an object and the length of its shadow. (record measures in data table)

2. Measure the length of the shadow of a different object. (record in data collection table)

3. Repeat an additional three times using materials in the classroom such as: a student's height and shadow, map stand and shadow, hall tree and shadow, 12 inch ruler and shadow, wall flag and others.

4. Solve the proportion in the data collection table by correctly substituting from the indicated columns.

DATA

Known	Height	Length	Unk.	Height	Length	$\frac{A}{B} = \frac{C}{D}$

RESULTS

1. Does the computed height equal the actual height of the unknown?

____

2. Could you use the proportion to solve for the length of the shadow in each case? ____________

3. Could you use the proportion to solve for the length or height if the other were known? ____________

4. Must the objects be perpendicular with the ground for this type of exercise to work? ____________

THE AREA OF A TRIANGLE

INTRODUCTION

Triangles are interesting and useful geometric figures. Triangles are frequently used in the construction of bridges, television and radio towers, and buildings. Structures of this shape are rigid, that is their shapes cannot be changed regardless of the pressure applied to the sides except by actually breaking them. This is not true of other polygonal structures. Because of its frequent application to problems in life, let us study the triangle further.

Fill in the following blanks with the appropriate response. If necessary, use a mathematics dictionary to find the definition.

1. The __________________ of a triangle is the side upon which it appears to rest.

2. The distance from the side upon which the triangle rests to the top of the triangle is called the __________________.

3. The __________________ of any flat surface is the number of square units it contains.

OBJECTIVES

1. The students will determine whether or not a relationship exists or some pattern is apparent between the base and height of a triangle and the area enclosed by the triangle.

2. By performing certain operations using the height and base of a triangle, the student becomes more proficient in computations.

PROCEDURE

1. Draw the base of a triangle the specified number of units long on the graph paper you have been provided.

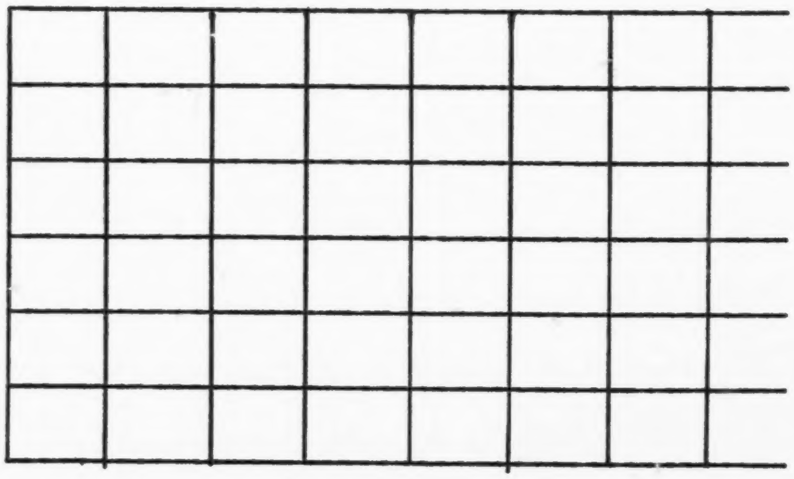
2. Move a specified number of units above the line on your paper and place a dot.

3. Connect the dot with the end points of the line on your paper.

4. Count the number of square units inside the triangle.

5. Record the following information in the table provided: length of base, height of triangle, and the area of the triangle.

Example: Base = 6 units, Height = 5 units



Information to be recorded: Base = 6, Height = 5, Area = 15.

DATA

Exercises: 2. Base = 9, Height = 8

3. Base = 4, Height = 6

4. Base = 10, Height = 5

5. Base = 12, Height = 4

Record the data from the exercises and do the indicated operations.

Length of Base	Height of Triangle	Area	L+H	L-H	LxH	L÷H
6	5	15	11	1	30	1 1/5

GENERALIZATIONS

1. Do you find a pattern for any of the operations? If so, which operation?____________________

2. What is the pattern? Express this in your own words.

____

3. Express the pattern as a formula in algebraic form.

____

RELATIONSHIP BETWEEN CENTIGRADE AND FAHRENHEIT TEMPERATURES

OBJECTIVES

1. To collect data in a laboratory on comparable centigrade and Fahrenheit temperatures.

2. To investigate whether there is a pattern in the data which can be expressed by a simple formula.

3. To give students an appreciation for graphing data and its usefulness.

EQUIPMENT

Centigrade thermometer, Fahrenheit thermometer, graph paper (160 x 220 millimeters), Buret stand, Buret clamps, 600 milliliter beaker, Bunsen burner.

PROCEDURE

1. Bring water to a boil and record both the centigrade and Fahrenheit temperatures in the data tables provided.

2. In a second beaker place ice and allow it to thaw to a slushy stage, take both centigrade and Fahrenheit temperature readings and record the results in the data table.

3. Select other water temperatures such as: room temperature, fountain temperature, and tap water temperature.

4. Graph the temperatures in a coordinate plane using the vertical axis for Fahrenheit and the horizontal axis for centigrade.

DATA TABLE

F°	C°					$\frac{F}{C} + C^\circ$	$\frac{F}{C} \times C^\circ$	$\frac{F}{C} \div C^\circ$	$\frac{F}{C} - C^\circ$

RESULTS

1. How many units are there between the freezing point and the boiling point in the Fahrenheit column? ________________

2. How many units are there between the freezing point and the boiling point in the centigrade column? ________________

3. Write a ratio comparing the number of Fahrenheit units in question one to the number of centigrade units in question two. ________________

4. Complete the data table by doing the indicated operations. (F/C is the ratio from question 3)

5. Study each column. Do any of the operations with the centigrade reading give you the Fahrenheit reading in the corresponding row? ____________

6. If not, choose the freezing point for centigrade. What must be done in each column to make it equivalent to the corresponding Fahrenheit reading?

____

7. Try your choice on other temperatures in each column and see if they work.

8. In which column is the operation approximately the same? ___________

____

9. Can you express what you have done to the centigrade reading to get the Fahrenheit reading as a simple formula? If so what? ________________

10. Check further centigrade readings by converting with your formula and referring to your graph as a check.

THE ADMINISTRATION OF ADULT EDUCATION PROGRAMS

A Paper
Presented to
Dr. Curtis Trent
Kansas State University

In Partial Fulfillment
of the Requirements for the Course
Education 859
Seminar in Adult Education

by
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INTRODUCTION

The purpose of this paper is to investigate some of the principles and underlying factors which lead to the administration of efficient adult education programs.

No program is ever perfect and constant evaluation is necessary if the program is to run smoothly. Techniques of improvement and evaluation are constantly being investigated with research and applied to the administration knowledge already known.

A DESCRIPTION OF ADMINISTRATIVE PROCEDURE

Who is the Director of Adult Education?

The Director of Adult Education may be any one of a number of people. He may further the education of adults through his work in a museum, library or a cultural display. He may work with classes of adults who are employed in a factory and are required to complete certain training in order to further their job.

In this paper, the Director of Adult Education will be discussed as one who administers programs in which the adult students come to learn on a volunteer basis. This program is community-based and functions in the interests of the citizens of the community.

"The Director of adult programs today operates in an era of newness combined with the uncertainties that arise from lack of precedent. To succeed he must be courageous and cautious---fearless and tactful."[1] Hiebert[2] states that the director of adult programs also:

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[1] Noble C. Hiebert, "A Superintendent Looks at Adult Education", Adult Leadership, 17:119, September, 1968.

[2] Ibid.

1. Must work and act like a professional educator.
2. Should know and attempt to understand all segments of his community.
3. Should be a keen evaluator of people.
4. Must recognize contributions of other agencies.
5. Is an aggressive seeker of ideas.
6. Evaluates constantly himself and the program.

An administrator may be defined as one member of the organization who is formally charged with the responsibility for the organization's accomplishment.[3] Administration is defined as the complex process through which administrators try to guide the activities of people in an organization toward formulating or achieving some accepted pattern of purposes.[4] No longer is the administrator "great" or "all-powerful". The administrator must continue to learn.[5] This learning must relate to:[6]

1. Social setting - sensitivity to climate of opinion and psychology of people; a high value for freedom of thought and inquiry; and an awareness of population and evolution.
2. The job - professional values, background and an understanding of tasks.
3. Administrator as a person - understanding should be deepened of the relationship of self as a person to the tasks and processes of leadership.
4. Research - should be familiar with sound and promising designs for research on administrative behavior and to extend the theory of administrative behavior through research.

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[3] Roald F. Campbell and Russell T. Gregg (eds.), Administrative Behavior in Education, New York: Harper & Brothers, 1957.

[4] Roy J. Ingham, Administrative Processes in Adult Education, Office of Education, ERIC, Microfiche, p. 2.

[5] Campbell and Gregg, op. cit.

[6] Ibid.

In addition to his quest for more knowledge for himself, an adult administrator needs at least three other qualities:

1. He must have some expertness.
2. He must have a sense of relationships broad enough to redeem him from narrow specialization.
3. He must have a sense of community - a power to think and act in terms of the real problems and resources of real places where real people live.[7]

Another quality important to an administrator of adult education is a sense of imagination.

The job of director or administrator of adult education is not just another job. The world of adult education is an oasis of creative freedom in a desert of traditional conformity.[8] The director must show concern, not just for the organization, but for the individuals who comprise it.[9] The administrator faces many challenges, among these: "selling" the concept of continuing education to the public, keeping the program in the hands of professionals, improving the quality of the product and holding faith in adult education (depth of conviction).[10]

When considering these challenges, the administrator may want to ask himself: Will citizens be willing to provide the moral and financial support needed to upgrade and strengthen the schools in order to meet the growing complexities of a rapidly changing society? and How can we help citizens obtain and use the information they need to understand school policy, programs and services in order that they may participate more meaningfully in school affairs?[11]

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[7] J. R. Kidd, How Adults Learn, New York: Association Press, 1959.

[8] Arthur P. Crabtree, Directing the Adult Program, Trenton, New Jersey: Bureau of Adult Education.

[9] Perspectives in Adult Basic Education for Administrators, Proceedings of the ABE Administrators' Workshop, Office of Education, ERIC, Microfiche, p. 13.

[10] Crabtree, op. cit.

Knowles[12] has stated the following general objectives for those who are specialists in adult education:

1. Sound philosophic conception of adult education based on a consideration of its major aims and issues and embodying convictions concerning the basic values which it would seek to achieve.

2. An understanding of the psychological and social foundations on which all education (particularly adult education) rests.

3. Understanding of the development, scope and complexity of the specific agency or program in which he works and the broad field of adult education of which he is a part.

4. An ability to undertake and direct the basic processes of education.

5. Personal effectiveness and leadership in working with other individuals, with groups and with the general public.

The adult educator must face problems in a society which has become increasingly responsive to conditions of poverty, undereducation, and lack of economic opportunity.[13] To cope with these and other problems that he must face, the adult educator:

should be--------	should have--------
a human being	a nose for needs
an organizer	a philosophy of adult ed.
a sharer of ideas	training in adult ed.
a promoter of adult ed.	thick skin
involved in social problems	flexibility
a leader	commitment to adult ed.
a program planner	

----------and practice what he preaches.[14]

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[11] Gene C. Fusco, Improving Your School-Community Relations Program, Office of Education, ERIC, Microfiche, p. 9.

[12] Malcolm S. Knowles (ed.), Handbook of Adult Education in the United States, Chicago: Adult Education Association of the United States, 1960, p. 126.

[13] Perspectives in Adult Basic Education for Administrators, op. cit., p. 11.

[14] Ibid, p. 12.

Underlying a generalized theory of administration, some points of which have been mentioned, may be the following assumptions:

1. Administration is a generalized type of behavior to be found in all human organizations.
2. Administration is a process of directing and controlling life in a social organization.
3. The specific function of administration is to develop and regulate the decision-making process in the most effective manner possible.
4. The administrator works with groups or with individuals with a group referent, not with individuals as such.[15]

The Role of the Adult Education Director

The director of an adult education program must play many roles as a part of his administrative duties. According to Crabtree, the director of adult education plays the following roles: (1) administrator, (2) supervisor, (3) curriculum-maker, (4) PR man, (5) personnel trainer, (6) fiscal expert, (7) evaluator and (8) community leader.[16]

The role of the director as an administrator has been discussed at length in the previous section of this paper.

As a supervisor, Crabtree[17] points out, the director is required to act as a knowledgeable supervisor of what goes on in his classrooms. The tone of the teacher-supervisor relationship is of great importance. The end purpose of all supervision is the improvement of the teaching process. It is successful only when it inspires the teacher to want to do a better job. This motivation flowers best in a seed bed of cooperative effort.

The Director of Adult Education must be able to walk into a learning-teaching situation and evaluate its effectiveness. In order to effectively do this, he should know teaching methods and be able to suggest to the teacher when each should be used. He needs to be aware of the various forms of informal adult education and must possess a knowledge of the undereducated adult.

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[15] Ibid, p. 15.

[16] Crabtree, op. cit., p. 7.

[17] Ibid, p. 15.

The curriculum in adult education is determined by the needs of the people to be served.[18] As a curriculum-maker, the director plays a vital role because in the final analysis, what is taught is the most important factor in the educative process.

Since the curriculum is based on the needs of people, it follows that the primary task of the director in determing its content is that of identifying those needs. The advisory committee may be valuable in this aspect of evaluation. The needs of mature people fall into four categories of needs created by their role as (1) citizens, (2) workers, (3) parents, and (4) the needs that arise from their desire to enrich their personal lives.[19]

In a society that depends upon the wisdom of its people for the decisions that shape our national welfare, it is imperative that the societal interest of the community be included in the educational menu that is prepared at the local level.[20]

The Director of Adult Education must realize the vital role of public relations in modern adult education. It is not enough merely to offer adult education. Adult education must be "sold" with methods not greatly unlike those with which we sell other products.

Mass media is one of the ways that the director has to "sell" the program -- newspapers, radio, television. The perceptive director will not overlook the need for interpreting the meaning and purpose of adult education to the board of education.

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[18] Ibid, p. 17.

[19] Ibid, p. 18.

[20] Ibid, p. 19.

The Superintendent of Schools also must understand the importance of the program. He will realize an effective adult education program will make many new friends for the school. Frequently, attendance at adult education classes is the only time some members of a community see the inside of their local school.

Every Director of Adult Education must be capable of giving professional training to both his administrative and instructional staff.[21] Usually it is the teaching staff that will require the most in-service and pre-service training. The adult educator frequently comes to the adult education program with little or no experience in teaching adults.

"The director can ill afford not to train his teaching staff. The alternative is to turn them loose in the classroom, without knowledge and without skill, unprepared for the task. If they fail, the director not only loses the teacher -- he loses the class as well."[22]

Crabtree[23] points out that the major areas of concern to the director as a fiscal expert can be categorized as (1) payroll procedure, (2) equipment and supplies, (3) budget making and administration, (4) use of buildings, and (5) insurance, retirement and Social Security.

The program must be considered first, then budgetary items. The following questions must be considered:[24]

1. Whom are we going to serve?
2. What are we going to be able to do for these people?
3. What will be the personnel needs for this program?

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[21] Ibid, p. 25.

[22] Ibid, p. 26.

[23] Ibid, p. 28.

[24] Perspectives in Adult Basic Education for Administrators, op. cit., p. 20.

4. What kind of equipment will be needed?

5. Where will this take place?

6. How do we evaluate what needs to be done?

In the booklet, Directing the Adult Program,[25] evaluation has been defined as "the process of assessing the degree to which one is achieving his goals". There are certain basic principles which underlie the whole process of evaluation. The director should be familiar with them. Some of the more important are:[26]

1. The purpose of all evaluation is to improve the program.

2. Evaluation is always made in terms of goals and objectives.

3. Evaluation in adult education should usually be conducted cooperatively with the staff, the advisory committee, the adult students, the board of education and the school superintendent.

4. Evaluation is usually more effective when it is carried on by those involved in the operation of the program being evaluated, since they subject themselves to critical self-appraisal, rather than to appraisal by outsiders.

5. Evaluation should be a long-term, continuous process and not a "one-shot" activity.

Public school adult education must drive its roots deep into the life of the community.[27] As an active member of the community, the director has an excellent opportunity to do this. It is the responsibility of the director to conceive his operation to complement the public school program and to exercise his professional leadership. Someone has said that "better communities will make a better America". The Director of Adult Education has it within his power to build this better community. Serving the total adult population of the community and rubbing shoulders with its leaders in his daily work, he can become the most influential representative of the educational profession at the community level.

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[25] Crabtree, op. cit., p. 30.

[26] Ibid.

[27] Ibid, p. 32.

Adult Education and the Public School

The Adult Education Program should hold a position of status within the school framework. The Director should have status and a salary comparable to that held by persons directing elementary and secondary education.[28] In most cases, this simply would not be true. Many public school administrators take a view of unwillingness to schedule programs designed to provide opportunities for adults.[29] They may not do so because it is inconvenient or may not meet with the approval of the regular day teachers to have "their" rooms or facilities in use by persons other than themselves during the evening hours.

The adult school administrators and staff should be actively involved in all future planning of school facilities so there is reasonable assurance new school buildings will better lend themselves to a joint elementary, secondary and adult school program.[30]

For an understanding of the present role in public school adult education, the following questions must be kept in mind:

1. What conditions must the director accept because he has almost no power to change them?
2. What conditions could be changed?
3. What are the conditions which exist which can be directly traceable to the ways in which directors perceive and attempt to do their work?[31]

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[28] William S. Griffith, "The Role of Public School Adult Education", The High School Journal, 49:60, November, 1965.

[29] J. Richard Smith, "Are Public School Adult Education Administrators Willing To Be Educational Leaders?", Adult Leadership, 16:105, September, 1967.

[30] Hiebert, *op. cit.*, p. 120.

[31] Griffith, *op. cit.*, p. 57.

"As the political decision-making machinery operates at the present time, adult educators have almost no influence. Yet legislation influencing education continues to be enacted."[32] Other professions and occupational groups have learned how to influence legislators more effectively than adult educators.[33]

The Organization of Adult Education Programs

An adult education program generally begins with an administrator and teachers. In addition to his administrative duties, the administrator may also be a teacher depending on the amount of time that he is employed with the program. Usually there also will be at least one person serving on the clerical staff.

As funds become available and the program increases in size, usually the first person to be added is a counselor.[34] All Administrative personnel perform functions related to counseling.[35] Nevertheless, the counselor can be an invaluable member of the staff. As other members are added to the staff, an assistant administrator and another counselor or personnel for special subject matter areas should be considered. Of course, as the number of students grows, additional teachers must be continually employed.

Volunteers may also serve a purpose and perform useful functions in the adult program. Usually they perform such duties as grading papers, seeing that necessary equipment is on hand, running dittos and other non-teaching duties. This relieves the teacher of errands and allows him to spend full time in his professional role as a teacher.

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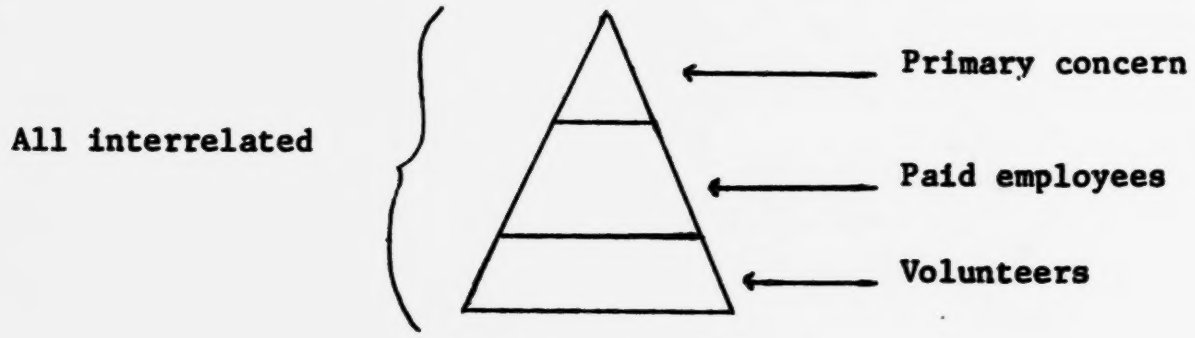
[32] Ibid.

[33] Ibid, p. 58.

[34] John W. Myres, "Duties and Titles of Administrative Personnel in Adult Education", California Education, 3:28, January, 1966.

[35] Ibid, p. 27.

Houle has outlined the following pyramid of leadership:[36]



Although the pyramid may not be an absolute law for all adult programs, it is a good guideline for the administrator who is considering volunteers in his program. It should be emphasized that all parts of the pyramid are interrelated.

IMPLICATIONS

Schools have adapted in the past to changing situations and conditions and they will continue to do so in the future. Adult programs, functioning as a part of the local school, must also adapt. The extent of adaption of adult programs will be determined by the ways in which the directors perceive their own responsibilities and influence, the extent to which directors develop political sophistication, and the ways in which they are able to influence the expectations of superintendents within the school and power figures outside regarding the role of public school adult education.[37]

Those who occupy positions of responsibility in adult education must operate in a far more complicated pattern than do those who practice a traditional profession. The educators of adults belong potentially not to a single profession, but to a family of professions.[38] The future is probably one of increasing diversification rather than greater simplification.[39]

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[36] Knowles, op. cit., p. 119.

[37] Griffith, op. cit., p. 63.

[38] Knowles, op. cit., p. 128.

[39] Ibid.

SUMMARY AND CONCLUSIONS

Adult education programs should be designed to meet the needs of those who are served in the community. They represent a relatively new concept, not in themselves, but as an integral part of the American educational system.

An administrator is designated as the person in charge of an adult program. He must possess qualities to relate to others as well as knowledge of the subject at hand. The administrator must be a sympathetic, understanding individual.

In addition to being an administrator, the director of an adult education program must be a supervisor, curriculum-maker, PR man, personnel trainer, fiscal expert, evaluator and community leader.

Adult education programs must seek a position of status within the school framework. At the present time, most programs do not hold this position.

In addition to the administrator and teachers, a counselor may be added as the program increases in size. Volunteers may aid teachers with non-teaching duties.

Much yet remains to be done in the area of adult education. At the present time, adult education programs are at the threshold of many new and exciting experiences.

The field of adult education holds a promise for the future -- to provide continuing education for adults throughout a lifetime in an ever-changing world.

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